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ABSTRACT

In order to better understand the thoughts and aspirations of Indiana teenagers, this study surveyed 5,187 eighth-, tenth-, and twelfth-grade students, their parents and their school counselors. Samples were drawn from the state's major cities, suburbs, rural areas and the state as a whole. The report includes a variety of topics affecting students and their families: decisions about academic programs and course taking, the flow of information from schools to students to parents, and obstacles both students and their parents think they face in achieving the students' goals for the future. The final results or "chapters" are presented in eight separate reports, each one building on its predecessors to provide an increasingly detailed picture of the attitudes and behaviors of teenagers and the dimensions of opportunities likely to await them. The eight chapter examine: (1) students' and parents' aspirations and expectations for the future; (2) how educational experiences relate to their aspirations and expectations; (3) information, supports and experiences needed; (4) obstacles and aids to postsecondary education; (5) employment pathways for a variety of students; (6) support from school counselors; (7) equality of opportunity (by race, gender and income) in Indiana; and (8) policy implications and alternatives for increasing opportunity. (BF)

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L O N G O D D S

A Major Report on Hoosier Teens and the American Dream

Gary Orfield, Ph.D., Professor,
Graduate School of Education, Harvard University

Faith G. Paul, Ph.D., President,
Public Policy Research Consortium, Chicago

Funded by
Lilly Endowment Inc.

Disseminated by the
Indiana Youth Institute

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High Hopes, Long Odds!

November 1, 1994

Thank you for your interest in the *High Hopes, Long Odds* reports. The following is a reprint of the materials that were originally disseminated over a nine month period between September 1993 to June 1994. That report was packaged as a pocket folder to accommodate the unique distribution format. The present reprint is presented as a single bound volume for ease in handling and storage. None of the copy has been changed from the original text. All of the individual pieces of the report are printed here in the sequence in which they were originally distributed.

Questions about the *High Hopes, Long Odds* project and the follow up support available may be directed to the Indiana Youth Institute.

The Indiana Youth Institute

333 North Alabama • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222 • (800) 343-7060 • FAX (317) 685-2264

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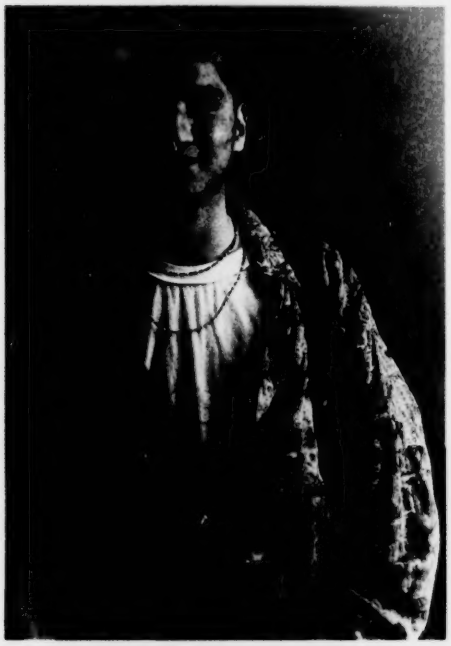
INTRODUCTION

Today they are teenagers. Tomorrow they will shape the quality of life in your community. They and their peers will be doctors, teachers, auto mechanics, priests, rabbis, ministers, media moguls, bank presidents, mayors—you name it. It's only a matter of time.

They are our future. So it behooves us to understand what they're thinking and how they're doing—particularly with respect to their aspirations for the future and the steps they're taking to realize those aspirations.



High Hopes, Long Odds aims to do just that—and to offer policy suggestions based on its findings. It is perhaps the most ambitious study of Indiana's young people ever undertaken and the first ever to give voice to both our teenagers and their parents.

Conceived and overseen by Dr. Gary Orfield of Harvard University and Dr. Faith Paul, president of the Chicago-based Public Policy Research Consortium, the study surveyed 5,187 eighth-, tenth-, and twelfth-grade Indiana students, their parents and their school counselors. It drew samples from the state's major cities, suburbs, rural areas and the state as a whole.

High Hopes, Long Odds includes a variety of topics affecting Indiana students and their families: decisions about academic programs and course taking, the flow of information from schools to students to parents, and obstacles both students and their parents think they face in achieving the students' goals for the future.

The study shows what is happening to students who don't plan to go to college, as well as to those who do. And it delineates the nature of opportunity in Indiana today for girls and boys, whites, African-Americans, Hispanics, wealthy, middle-class, low-income, inner-city, suburban and rural students.

The scope of *High Hopes, Long Odds* is both broad and deep. And so, to present its findings and implications in a comprehensible way, we shall serialize the efforts of Drs. Paul and Orfield. They will write eight reports and 28 supplementary bulletins that we will send to you on a weekly basis.

The folio you are holding is designed to let you file these documents in a way that allows you quick and easy access to each of them.

We hope you find the contents of *High Hopes, Long Odds* informative and useful. We invite you to discuss the reports with your colleagues and with authors Orfield and Paul. Our goal is to stimulate discourse, debate and action that will benefit all of Indiana's citizens.

Lilly Endowment Inc.
Indiana Youth Institute

AUTHORS' OVERVIEW

High Hopes, Long Odds will suggest practical steps Hoosiers can take to deliver lasting pay-offs to every resident of Indiana. The study can inform citizens and policy makers so that they are better prepared to make more of one of the state's greatest resources, its young people.

For example, it will point the way for students, educators and employers to restore connections that will help build contributing citizens and productive workers.

High Hopes *will challenge assumptions*

We listened to people who often aren't heard—teenagers and their parents. And what they told us squarely contradicts some widespread assumptions.

For example, supposedly knowledgeable people have argued for years that teenagers (particularly low-income youth and young people of color) have low educational and vocational aspirations—if they think about their future at all—and so the way to motivate them is to get them to raise their aspirations.

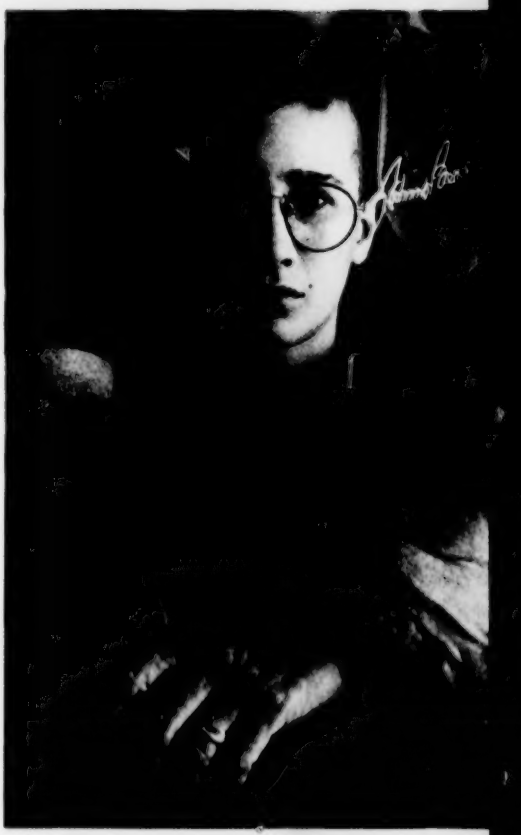
But this view does not match most Indiana teenagers' and their parents' views. Most Hoosier teenagers—male and female, White, African-American, Hispanic; rich and poor; urban and rural—have extremely high aspirations. And their parents share these high aspirations.

These young people don't need their aspirations raised. They need information and support to take steps right now, in the schools they attend today, to ensure opportunities to meet their expectations tomorrow.

High Hopes *is about opportunity*

The basic concerns of this study are to evaluate opportunities for Indiana high-school students—all of them—and to help the people of Indiana understand some actions needed to link these students' aspirations with the steps necessary to provide realistic chances of success.

What do we mean by "opportunity"? *Webster's New Collegiate Dictionary* says it's "a favorable juncture of circumstances; a good chance for advancement or progress."



Three Hoosier twelfth-graders say it's "a shot," "a turn at bat," "a chance."

What does it take for Indiana students to get the good chance, the turn at bat?

- Assistance in developing goals and a plan of action for fulfilling them.
- Full and accurate information about key choices, such as high-school courses to take.
- Access to a high-school program that keeps future options open.
- Fair treatment and encouragement from teachers,

counselors and other school personnel.

- Clear pathways between school and work.

The point is that real opportunity requires effective and timely assistance in preparing realistic plans and overcoming obstacles. That's why *High Hopes, Long Odds* pays particular attention to what information is made available to high-school students and their parents, when and how it's transmitted and what parts of it are received. Life-shaping choices made without information, or with bad information, can severely and permanently limit a student's possibilities.

High Hopes *focuses on schools*

Schools are critically important: They don't simply educate students; they also sort them for various adult roles in society. This sorting takes place through a student's performance; through direct and indirect messages from teachers and counselors about the student's ability; through the courses and curricular program the student enrolls in; and through suggestions, encouragement or silence about career options.

High Hopes *is also about obstacles*

What stands in the way of teenagers as they set out in pursuit of their dreams? This study will show that Indiana's young people and their parents face four kinds of obstacles.

The first is informational. They simply don't have the information and guidance they need. As a consequence, many make one of their most important opportunity decisions—the choice of a high-school study program—"in the dark" and too late. Too many eighth-graders and their parents aren't aware that the time to make this choice is before—not after—the student starts high school.

The second obstacle is pertinence. The traditional high-school program—college prep, vocational and general education—may not be pertinent to the needs of young people and of society going into the twenty-first century. For example, quite a few students enrolled in vocational and general education programs expect to be professionals at age 30, but are not taking many of the courses they need to get into (and succeed in) college. Many students will go directly into the workforce after high school, applying for jobs that require academic skills such as algebra, traditionally taught only to college-prep students. Also, many students in all three programs want more information and guidance about employment and practical work experiences.

The third kind of obstacle is economic or commercial. Today there is essentially no bridge between Hoosier schools, students, and parents on the one hand, and Hoosier businesses on the other. As a result, impressionable young people hold on to dreams that can't possibly come true. For example, there will probably never be enough professional jobs in Indiana to accommodate all the teenagers who tell us they plan to have professional careers and want to live in Indiana.

The fourth kind of obstacle is financial. Too many Hoosier families can't figure out how to pay for the postsecondary education they and their children want.

If this cloud has a silver lining, it's that it points up how eager Hoosier students are to prepare for demanding and meaningful adult roles. Hoosier families attach value to education. Most understand that education is an entrance to a full and satisfying life.

The challenge in Indiana

The challenge in Indiana is not to raise aspirations. Nor is it to "sell" education. The challenge is to show the state's young people how to go about making their hopes and dreams come true and to make sure conditions exist in schools and communities to give them a chance.

We hope *High Hopes, Long Odds* will start you thinking about solutions and perhaps prompt you to share your thoughts with others, including us. We all would like to see Indiana in the forefront of opportunity—economically, politically and socially—in the twenty-first century.

A sneak preview

When completed, *High Hopes, Long Odds* will consist of eight reports or "chapters," supplemented by bulletins that expand on particular points.

Each report will build on its predecessors to provide an increasingly detailed picture of the attitudes and behaviors of Indiana's teenagers and the dimensions of the opportunities likely to await them. The study includes eight major reports:

Report One. What are Indiana students' and parents' aspirations and expectations for the future?

Report Two. How do students' educational experiences relate to their aspirations and expectations?

Report Three. What information, supports and experiences do students and parents need, and what are they getting?

Report Four. What are the obstacles to postsecondary education? What are the aids?

Report Five. What are the pathways to work? What is happening to students who do not plan to go to college or who plan to go but are not in high-school programs for college-bound students?

Report Six. What are school counselors doing to support students' aspirations and achievements?

Report Seven. What does the study tell us about equality of opportunity (by race, gender and income) in Indiana?

Report Eight. What policy implications and alternatives for increasing opportunity are suggested by *High Hopes, Long Odds*?

The first report is included in this folio. You will receive the remaining seven reports and shorter bulletins at weekly intervals. We hope you find them helpful.

To reach either of us, simply write us in care of the Indiana Youth Institute, 333 North Alabama Street, Suite 200, Indianapolis, Indiana 46204; or call IYI, (317) 634-4222 or (800) 343-7060 in Indiana to find out how to reach us by phone.

Gary Orfield, Ph.D.
and
Faith G. Paul, Ph.D.

Lilly Endowment Comments

Anitra Mitchell dreams of becoming a pediatrician. She lives in a neighborhood where she feels isolated daily because, as she says, many people do nothing, do little, or are caught up in crime. Without the promise of a community scholarship program and the support of a program for promising students, the long odds against Anitra would probably overwhelm her determination and her dream.

Across Indiana, thousands of young people like Anitra harbor high hopes for their futures, but they face long odds in fulfilling those dreams.

Lilly Endowment supports *High Hopes, Long Odds* because the Endowment is deeply interested in the well-being of Indiana's young people, especially those like Anitra who face the obstacles presented by poverty or low income, racial prejudice or gender discrimination.

The Endowment shares four beliefs with the researchers of this important study:

- All young people deserve a fair opportunity and caring guidance to see a bright future for themselves and to follow a pathway to that future.
- A primary function of educational policy and practice is to promote young people's and their parents' aspirations for the future.
- Young people and parents need information that helps them match their aspirations with what is possible in the state and national economy.
- Families, schools, communities and policy makers share responsibility for ensuring fair opportunity and providing guidance to young people.

The Endowment also is concerned about the future of our state. In Indiana, as across the nation, about 25 percent of the young people who enter fifth grade drop out before completing high school. Indiana ranks near the bottom among the 50 states in the proportion of 18- to 24-year-olds attending college. These figures are especially disturbing when viewed in conjunction with economic trends. Increasingly, if young Hoosiers are to become self-sufficient, contributing players in the civic and economic life of this state, they must graduate from high school prepared for further vocational, technical or academic education.

Finally, the Endowment supports *High Hopes, Long Odds* because the Endowment believes in the power of research data to

inform better policy and practice. The voices of students and parents are seldom heard in debates about education, and when they are heard, it is usually to protest a particular issue. *High Hopes, Long Odds* is the first statewide, representative study to capture young people's and their parents' deeply held dreams for the future and to discuss how well their current experiences are preparing them for that future. As readers will

see in forthcoming reports, the data challenge existing presumptions about students' and parents' aspirations for the future, and about what information and support they want.

The Endowment has "high hopes" for the study. First, the study can inform discourse about important topics such as workforce development and school reform. The individual reports and bulletins that make up the study can serve as background reading for discussion at school board meetings, legislative committee meetings, civic club luncheons, and teacher-staff development events. Schools and communities can survey their students, parents and school counselors with the study's questionnaires and then use the results as the basis for problem-solving forums.

Second, the Endowment hopes the study's findings will spur changes in school practice and in the relationship between schools and their communities. Fundamental structural changes in schools are required to address many of the issues raised by students, parents and counselors in this study. The Endowment has little faith in discrete, add-on programs as a strategy for eliminating many of the obstacles identified in *High Hopes, Long Odds*.

Third, the Endowment hopes the study will influence exchanges among young people and adults throughout the community about school, work, education and the future. Parents and school counselors are only two sources of information and guidance for young people. Coaches, teachers, youth workers, Sunday School teachers, neighbors and employers can make a difference in the trajectory of young people's lives.

- A concrete example: Say you have five minutes for a conversation with a 14-year-old. Instead of giving a 4 1/2-minute pep talk on the importance of school, spend the first two minutes listening to the student's answer to one or two questions like those on the survey:

- What kind of work do you think you'll be doing by the time you're 30 years old?

- Do you plan to go to college?

- What do you plan to do in the fall after you graduate from high school?

Spend the next two minutes talking about courses the student is taking in school and the education required to achieve the student's goals. Spend the last minute identifying obstacles, such as financial aid, that you will talk about next time. The young person will leave the conversation knowing that an adult not only acknowledges and supports those goals and aspirations, but may also have some information that will help smooth the pathway to achieving a dream.

In short, Lilly Endowment hopes for the best possible futures for all the young people in Indiana. The Endowment intends for *High Hopes, Long Odds* to give voice to the state's young people and their parents, to illuminate ways that families, schools and communities can work together so that future studies will reflect high hopes and short odds.

William C. Bonifield
Vice President, Education

TECHNICAL APPENDIX

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three subregions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

To assure adequate selection of minorities, oversampling was used where necessary, with statistical correction in analysis. African-American and Hispanic students made up the minority cohort. Although Hispanic students were distributed across the sample, only the Gary area afforded numbers sufficient for generalizations about them. In all other cases, Hispanic students were part of the general cohort of students.

In the first stage of the sample, schools were selected, with those having larger minority enrollments given a greater likelihood of inclusion. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders.

Nine questionnaires were used, one each for the eighth-, tenth-, and twelfth-grade students. (These questionnaires were administered in the schools by NORC personnel.) Three self-administered questionnaires were prepared for the students' parents, who constituted the parent sample. And three were prepared

for the eighth-, tenth-, and twelfth-grade counselors in the students' schools, who constituted the counselor sample.

While some of the questions on these nine survey instruments came from existing literature, most were developed especially for this study.

The surveys were fielded in September 1991. Field work was completed in February 1992.

Response rates were the highest ever recorded for a study of this kind: 91 percent for students (5,187); 88 percent for parents (4,736); and 93 percent for counselors (389).

Standard errors and design effects were calculated by NORC, and design effects were included in all tests of significance. Only those relationships that were significant by these measures were reported as significant in the final analysis, regardless of whether other analyses suggested important relationships and behaviors to the researchers.

Further details about the sample, questionnaire administration and design effects will be available in a technical manual to be issued by NORC. The researchers will make the data set available to interested parties. Immediate questions should be addressed to the principal investigators, Dr. Faith Paul and Dr. Gary Orfield, in care of the Indiana Youth Institute, 333 North Alabama Street, Suite 200, Indianapolis, Indiana 46204, (317) 634-4222 or (800) 343-7060 in Indiana.

HIGH HOPES

LONG ODDS

Clarifications

In the final editing process for the Introduction and Report One of the *High Hopes, Long Odds* study, two issues were described inaccurately:

In the Introduction ("Authors' Overview") and Report One (Page 8), the text indicates the exclusion from algebra of students not in the college-prep program. It neglected to say that, although many students in all courses of study eventually take algebra, those in the college-prep program take it early enough to provide access to the advanced math and science courses that provide the skills important not only for college but also for "tech prep" and workforce development.

Report One (Page 8) describes the way counselors place students in a learning program. The text omitted their reported strong reliance on student interest, as well as on the other considerations.

(Specific statistics on both these issues will be included in future reports.)

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Welcome to *High Hopes, Long Odds!*

Dear Colleague:

The Indiana Youth Institute is pleased to introduce, what we hope will be, important information for you and members of your community. *High Hopes, Long Odds* reports findings from one of the most ambitious studies of Indiana's young people, their parents, and counselors. The study examines teenagers' high hopes for their future and the long odds they face in fulfilling these dreams. The analysis of responses from 10,312 participants have the potential to influence the way Indiana communities approach workforce development, school reform, and school-community collaboration.

As partners in this project, Drs. Orfield and Paul, researchers; Lilly Endowment Inc., funder; and the Indiana Youth Institute, disseminator were motivated by a common set of beliefs:

- All young people deserve a fair opportunity and caring guidance to see a bright future for themselves and to follow a pathway to that future.
- A primary function of education policy and practice is to promote young people's and their parents' aspirations for the future.
- Young people and parents need information that helps them match their aspirations with what is possible in the state and national economy.
- Families, schools, communities, and policymakers share responsibility for ensuring fair opportunity and providing guidance to young people.

Additionally, the Indiana Youth Institute is committed to bringing important information on youth issues to the attention of Indiana communities and encouraging public discourse. We believe in the power of information and have seen the positive effect sound data has on the decision-making process.

You are among approximately 1,000 educators, policymakers, community leaders, and youth-serving practitioners who will receive complimentary copies of the reports. For others, subscriptions to the study are available for $37.50.

The findings of this study will be released in a series of reports and bulletins over the next nine months. This mailing is typical of what you will receive in the future. The Indiana Youth Institute letter will always be accompanied by notes related to the topic of a specific report. Findings from other studies and information about available resources—people, programs, and written materials—will be included in "IYI Resource Notes." The accompanying folio is provided for your convenience, allowing easy access to the reports and bulletins that you will receive.

I encourage you to read and share this material with colleagues, friends, and family. I hope you will talk about what type of investments are now needed to ensure the future of Indiana.

Sincerely,

Patricia Turner Smith
Executive Director

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Indiana Youth Institute Resource Notes

Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

National Education Goal 5
George Bush and U.S. Governors, 1991[1]

In no other industrialized country are the transitions from school to work . . . left so much to chance as in the United States.

Washington Post, 1980

The Indiana Youth Poll is a project of the Indiana Youth Institute. More than 1,500 young people from across the state took time out from class work, club meetings, or conference activities to respond to our questionnaires and provide us with a view of their busy lives. Altogether 1,560 students from 204 of Indiana's public high schools and from 20 of the 293 private high schools took part in this poll. The second youth poll, *Youths' Views of Life Beyond High School*, asked respondents in groups and individually to answer questions about their expectations for their life beyond high school. Both *High Hopes* and the Indiana youth poll demonstrate a disparity between what parents and young people themselves expect from their future and their likelihood of achieving it. The school-to-work transition and the preparation for all the other adult roles is a complex process.

School-to-work transition

Unlike most other industrialized nations, the United States does not have a national youth employment policy or system for guiding young Americans into the world of work. Perhaps this absence of a national policy is related to our national pride in "rugged individualism," but, in the absence of such a policy, our youth often are limited to sink or swim choices in their attempts to acquire education, training, and jobs. Kenneth B. Hoyt, former director of the U.S. Department of Education's Division of Career Education, contends that our nation

> in effect, elected to build in a degree of purposeful inefficiency in its "transition from schooling to employment" system as the price to be paid for protecting individual choice.[2]

As *High Hopes, Long Odds* demonstrates, many young Hoosiers are making the all-important choices about the school-to-work transition almost on their own. Conclusions drawn from the youth poll reports were very similar to those of *High Hopes, Long Odds*.[3] Two students, responding to the youth poll, expressed their dilemmas:

> *I need to get a scholarship to help my parents pay for college. Most scholarships are for [both] ability & academics. Because I'm not the smartest in class, I can't apply. Talent scholarships—purely on ability—should be available as much as academic. How else but [with] a scholarship can I...help my parents?*

> *Because of [our] high school curriculum, some of us can't take the classes we want in order to prepare for our careers. Instead, we have to know how to dissect frogs in order to pass a class not applicable to our future plans! I'm interested in foreign languages & would like to know all possible [about how] to get a good job—but I don't know where to look!*

Although many young people expressed some confusion over the road to future careers, most shared a common vision of the good life—— big cars, big houses, big wardrobes——and big salaries to support happy family life and personal self-esteem. Almost none of the young people responding to the youth poll included in their definitions of success anything about a satisfying spiritual life or working for the good of others. Although most young people expressed faith in their own abilities to achieve their goals, they were less sanguine in their responses to the question: "America has been thought of as the land of unlimited opportunity where anyone can become successful. What is your reaction to this statement?" Just over a third (35%) of the discussion groups[4] participating in the poll expressed unqualified agreement, with comments such as:

> *It is true because if you have desire and can motivate yourself, you will succeed.*

> *Anyone who has the desire to achieve their goals will survive and prosper. You have to look for opportunity. It doesn't knock.*

About the same number (35%) of the student groups totally disagreed, however:

> *Rich people can have all the unlimited opportunities they want, while poorer people can't.*

Bull. The rich get richer, the poor get poorer. The poor people get a lot of help, the rich people don't need any, and the middle are just stuck there.

I think this statement is false. Women, blacks and lower class people, even though they have the talent, have a hard time making it in the real world.

Fewer student groups (22%) qualified their answers:

True to an extent. Unlimited opportunity, but limited success.

People can become successful, but there are a lot of if's involved. The opportunity is there, but you just have to overcome many obstacles such as [the] ignorance of others.

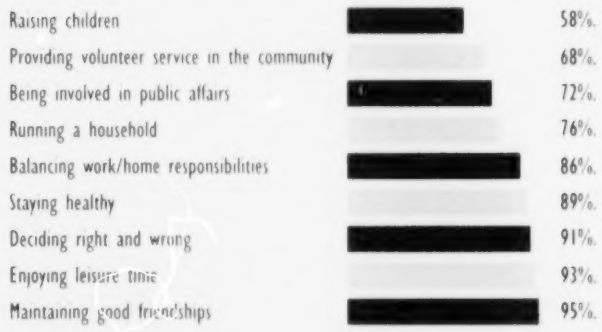
Six out of ten youth poll respondents had after-school or week-end employment. Adults usually encourage their children to work not only for the paycheck but also for the opportunity it provides to learn responsibility and develop other work-related skills. Most of the young workers who responded to the youth poll, however, saw little or no relevance in their current work to their future careers. Thus, many high school students wind up working for pay at the price of sleep or extra curricular activities. Many of the capabilities that parents see as important not only for learning to be a good worker but also for taking on all the other roles of adulthood can be developed in nonschool hours through community-based nonformal educational programs, such as scouts or 4-H or museum programs. In many cases, however, young people have substituted longer hours of work at dull jobs for the paycheck that gives them access to the material things that they value.

Preparation for other adult roles

Although most of the youth poll questions about the future focused on work roles, we also wanted to know how many young people felt prepared to take on many other types of adult responsibilities, such as raising children and being involved in public affairs (Table 1).

Fewer than six in ten respondents felt prepared to raise children—not surprising at their ages. A more unexpected finding, however, was the disturbing proportion of the respondents (many of whom held leadership roles in their schools and peer communities and were regularly participating in community service programs) who felt relatively ill-prepared to assume civic responsibilities.

Table 1. Percentage of Indiana youth poll respondents who felt "extremely" or "fairly" prepared in areas of adult responsibility



As is true for *High Hopes, Long Odds*, the youth poll findings raise some compelling concerns. Schools should not be the only ones tackling the enormous, complex task of preparing young people for adult life. Raising healthy, productive, and concerned citizens is the joint responsibility of families, community-based organizations, churches, and potential employers, as well as schools. We must all find ways to join forces to contribute to the healthy development of young Hoosiers if valued democratic traditions of American life are to endure.

Notes

1. *America 2000: An Education Strategy* (Washington, DC: U.S. Department of Education, 1991), p. 3.

2. Kenneth B. Hoyt, "A Proposal for Making Transition From Schooling to Employment an Important Component of Education Reform," *Future Choices*, 2 (1990), p. 75.

3. Judith B. Erickson, *Indiana Youth Poll: Youths' Views of High School Life and Youths' Views of Life Beyond High School* (Indianapolis: Indiana Youth Institute, 1992).

4. The youth poll method uses both individual and group questionnaires. Individual questionnaires were completed by 1,560 young people. Although they were not a random sample, these respondents were demographically representative of Hoosier high school students as a whole. For the second part of the youth poll, students form self-selected groups (391 in this study) each of which discusses a set of questions. One student reads the questions and records the responses of the group members. These open-ended responses are then analyzed for common themes.

About the Indiana Youth Institute

We believe that the state of Indiana can and should become a state that genuinely cares about its young people and that its national reputation should reflect that concern and commitment.

To enhance that commitment, the Indiana Youth Institute works with adults who care about youth.

- IYI advocates for better service for Indiana's young people, both directly and in collaboration with others.
- IYI develops strategies to increase youth-serving professionals' knowledge, caring, and competence.
- IYI cultivates and supports innovative projects that hold promise for improving the lives of Indiana's young people.

We believe that the key to the success of young people is in the hands of the adults who care about them.

IYI is an intermediary agency that supports youth development professionals and decision makers with advocacy, research, and training.

The Resource Center

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people

Subscriptions Available

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Resources

Related Indiana Youth Institute publications

Indiana Youth Poll: Youths' Views of Life Beyond High School (1992).

Indiana Youth Poll: Youths' Views of High School Life (1991).

The State of the Child in Indiana, II (1993).

A Guide to Resources on the School-to-Work Transition: Facts, People, Programs and Information Sources (1992).

Publications from other sources

KIDS COUNT Data Book, 1993. Washington, DC: Center for the Study of Social Policy, 1993.

Speaking of Kids: A National Survey of Children and Parents. Washington, DC: National Commission on Children, 1991.

The Forgotten Half: Non-College Youth in America. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988.

The Forgotten Half: Pathways to Success for America's Youth and Young Families. Final Report. Washington, DC: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988.

Task Force on Youth Development and Community Programs, Carnegie Council on Adolescent Development, *A Matter of Time: Risk and Opportunity in the Nonschool Hours.* New York: Carnegie Corporation of New York, 1992.

1

HIGH HOPES

LONG ODDS

INDIANA DREAMS:

Students, Parents, and the American Dream in the 1990s.

The American Dream is alive and well among teenage students in Indiana. Male and female; African-American and white; urban, suburban and rural—most expect to acquire more education and better jobs than their parents did. And their parents share this expectation.

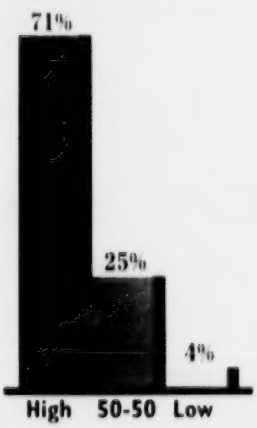
That's the good news.

The bad news is that these students and their parents are not receiving the information, guidance and academic preparation they need to be able to make choices and take steps today that will enable them to realize their expectations tomorrow.

Optimism reigns

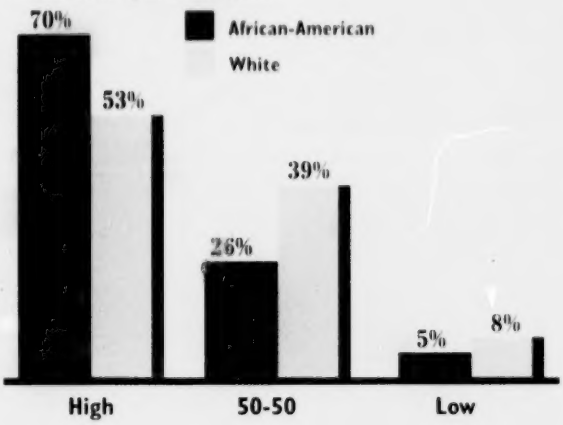
Indiana twelfth-graders are bullish on the future. Seventy-one percent say "chances are high" that they'll have a well-paying job. Only four percent say their chances are low (Figure 1).

FIGURE 1:
Seniors estimate chances they will have a well-paying job as an adult.



Seventy percent of African-American and 53 percent of white students surveyed think the chances are high that life will turn out better for them than for their parents. Twenty-six percent of African-American and 39 percent of white students think the odds are 50-50. Only five and eight percent, respectively, think their chances are low (Figure 2).

FIGURE 2:
Seniors who think their lives will turn out better than their parents' lives.

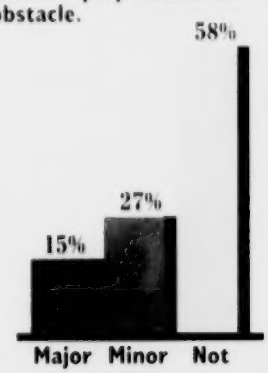


These students foresee a land of great opportunities. Seventy percent think the chances are either high or very high that they will own their own homes. Over 90 percent believe they'll get ahead if they work hard, even when they aren't currently getting good grades.

Among African-American students, only 15 percent think prejudice is a major obstacle to their success, and 58 percent do not see it as an obstacle at all (Figure 3).

These young people not only have confidence in the future, they also have confidence in themselves.

FIGURE 3:
African-American students who see prejudice as an obstacle.



Better than nine in 10 believe they have what it takes to complete college successfully (Figure 4).

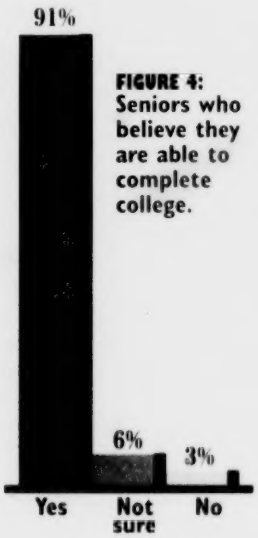
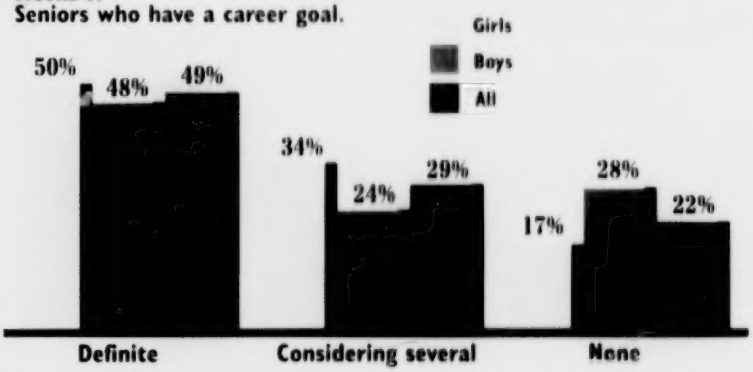


FIGURE 4:
Seniors who believe they are able to complete college.

A sense of direction

Over 75 percent of today's Hoosier high-school seniors have career goals. Half say their goals are quite definite. A third say they are considering several possibilities. Only 22 percent say they have not yet formulated goals for themselves.

FIGURE 5:
Seniors who have a career goal.



(Note that, as Figure 5 shows, boys are far more likely than girls to have no career goals.)

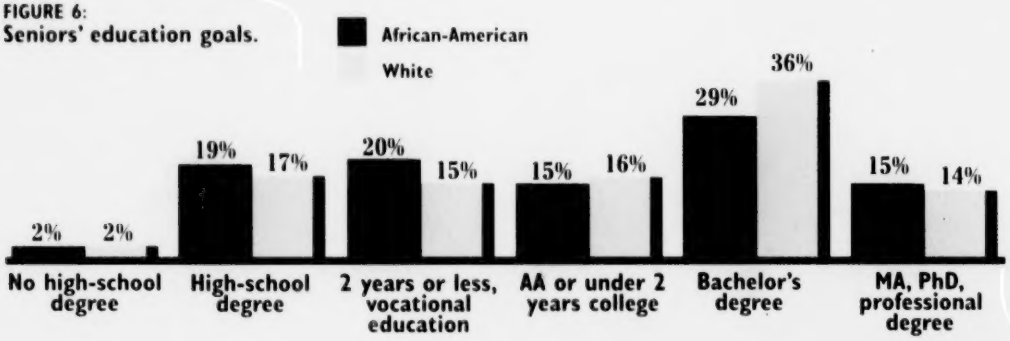
These percentages hold true for high-school seniors across Indiana, in both metropolitan and rural areas, irrespective of ethnicity or family income. As might be expected, though, students whose parents have gone to college are significantly more likely to have career goals, as are students who are taking college-preparatory courses in high school.

Most want to attend college

Nearly three in four high-school seniors think the chances are high that they will go to college, and fully 44 percent of African-American students and 50 percent of white students expect to attain at least a bachelor's degree (Figure 6).

Two in three seniors expect to take academic courses at a two- or four-year college after graduation, even though quite a few of these seniors haven't taken college-prep courses in high school (Figure 7). Fourteen percent plan to work full-time after graduation. Only eight percent say they will be taking vocational courses—though twice that many are taking a vocational program in high school. Another eight percent think they'll travel or take some time off. Four percent think they'll enlist in the military.

FIGURE 6:
Seniors' education goals.



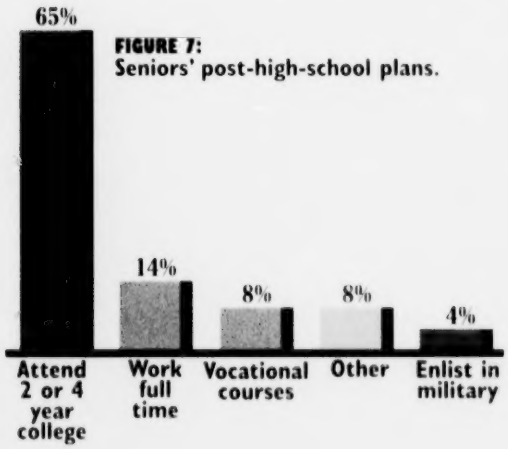
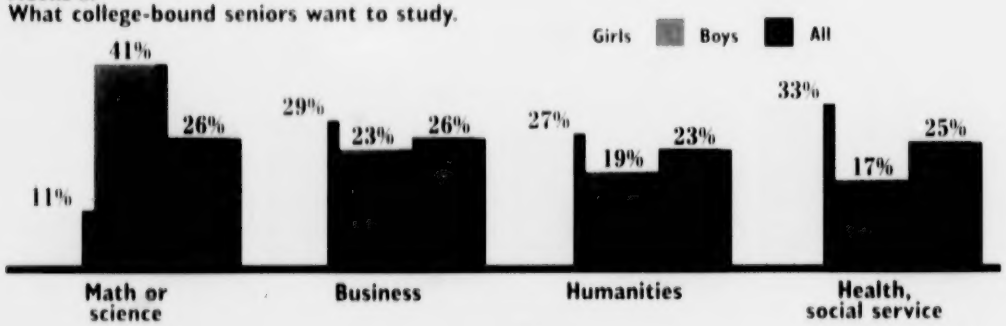


FIGURE 7:
Seniors' post-high-school plans.

What do the seniors who intend to go to college plan to study? They divide evenly: 26 percent say math, science or engineering; 23 percent are interested in the social sciences, humanities and arts; 26 percent think they'll take business courses; and 25 percent plan to focus on health and social services (Figure 8).

However, boys are more than four times as likely as girls to be interested in math, science or engineering; and girls are almost twice as likely to be interested in health and social services.

FIGURE 8:
What college-bound seniors want to study.



Surprisingly, girls are also significantly more likely to be interested in business.

Ultimately, many want to be professionals

Asked what they want to be doing when they are 30 years old, 98 percent of all seniors expect to be working. Slightly more than half say they want to be professionals—which our survey questionnaires defined as "doctor, lawyer, teacher, scientist, artist, registered nurse, social worker, athlete or high-technology professional."

Only 12 percent seek careers as business owners or managers; 15 percent in service, sales or clerical occupations (Figure 9).

It is ominous that few plan to teach or be full-time homemakers. And almost none imagine themselves doing what so many Hoosiers have done in the past—work in factories or on farms.

It's worth noting that today only 15 percent of Indiana's workforce hold professional and high-technology positions. Undoubtedly, this fact contributes to many seniors' acknowledgment that they might have to leave the state to find the careers they seek (Figure 10).

Although this report focuses on high-school seniors, the survey also reveals that eighth- and tenth-graders are equally optimistic about the future. Eighth-graders are similar to seniors in career goals and in their intended activity in the fall of the year after graduation. Tenth-graders, compared with their eighth- and twelfth-grade peers, are less certain about career choices. Also, fewer tenth-graders plan to enter professional careers, and more are interested in jobs in the service sector.

From eighth to twelfth grade, students' career goals are prone to change, but their aspirations are consistently high, suggesting that personal changes and maturation do not diminish hopes among most young people who stay in school.

FIGURE 9:
How seniors expect to be employed vs. the employment market in 1990.

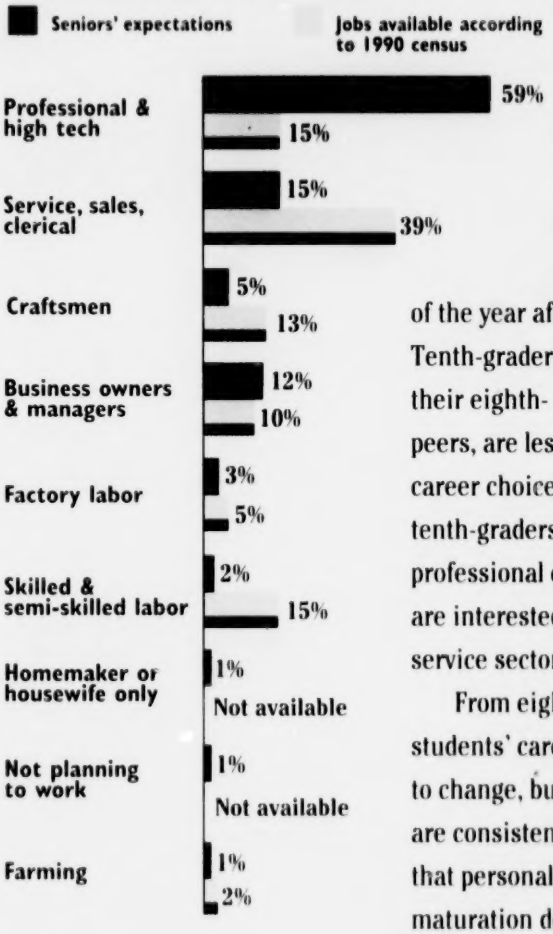
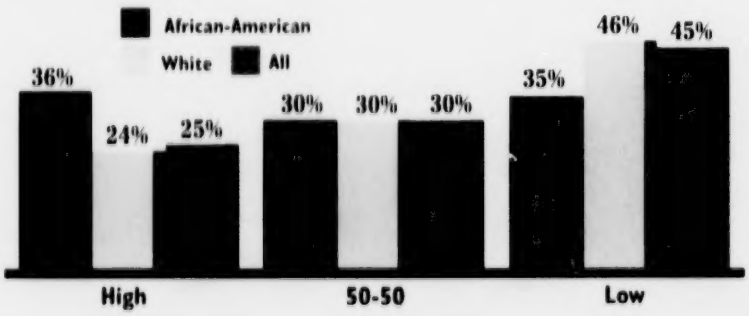


FIGURE 10:
Seniors' estimates that they will have to leave Indiana to find work.



Preparation is poor

At a time when it is popular to think of teenagers as alien-

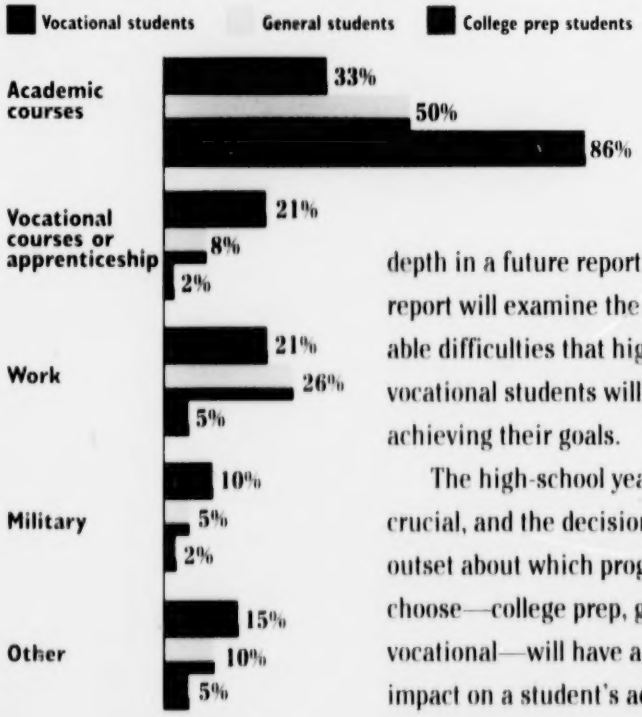
ated and unmotivated, it is clear that the vast majority of Indiana's teens are just the opposite. These young Hoosiers don't need to be energized. They have their dreams and plenty of zest to pursue them. What they lack is preparation.

Consider this: 28 percent of the seniors who say they want to be professionals are not taking a full college-prep curriculum in school. Thirty-nine percent of the students enrolled in a general program say they want to be professionals, and 20 percent of those enrolled in a vocational program want to be professionals. No matter that neither general nor vocational programs are intended to prepare students for professional careers.

Many seniors' post-high-school plans are only loosely related to their high-school program. Among seniors who are completing a vocational program, one-third say they will take academic courses immediately after high school; 21 percent expect to take vocational courses; another 21 percent expect to work full time; eight percent plan to go into the military, and 15 percent have other plans (Figure 11). By contrast, half the seniors in the general studies program plan to take academic courses and 10 percent vocational courses. Twenty-six percent of the general studies students expect to work full time. The college-prep students' plans are more in line with their high-school preparation: 86 percent say they will go to college, two percent plan to take vocational courses, five percent plan to work, and two percent think they will enter the military.

Many of the students who have not taken college-prep courses in high school may get into college, given the admission policies in force at many Indiana colleges and universities. But they are almost certain to have trouble mastering their college curriculum once they get there—a problem discussed in depth in a future report. Another report will examine the predictable difficulties that high-school vocational students will face in achieving their goals.

FIGURE 11:
Seniors' plans for the fall after graduation.

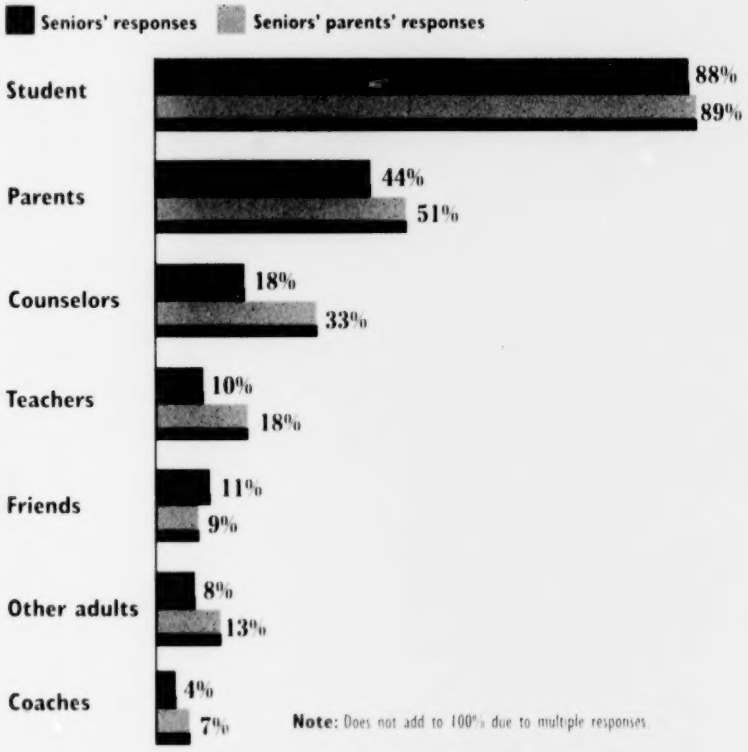


The high-school years are crucial, and the decision at the outset about which program to choose—college prep, general or vocational—will have a profound impact on a student's adult life. This prompts the question: who makes the decision about high-school programs?

Figure 12 provides the answer, loud and clear: students and parents agree that the student is the prime decision maker about which high-school program to enroll in (no matter that this "prime decision maker" is only 13 or 14 years old). Parents are much more influential than anyone else. However, students and parents consider these choices in the context of advice from the school, especially from counselors.

Teachers, other adults and friends play roles that are modest for most students, but for young people who rely on guidance from these sources, such support is critical. African-American students are more likely to turn to counselors, teachers, coaches, and other adults than are white students.

FIGURE 12:
Who most influenced seniors' choice of high-school academic program?



Too little too late

To complicate matters, the decision about enrollment in a given high-school program is often made, once and for all, before students and their parents have begun to get serious about the decision and its importance.

Counselors tell us that students are typically enrolled in one of the three programs upon entry to high school (based on elementary and middle school records, teacher and counselor recommendations and achievement test scores) and that once students are placed, few switch from one program to another.

But many twelfth-graders' parents tell us that they didn't begin to talk seriously with their children about post-high-school plans until these youngsters were already in high school—after the fateful, and often irrevocable, decision had been made.

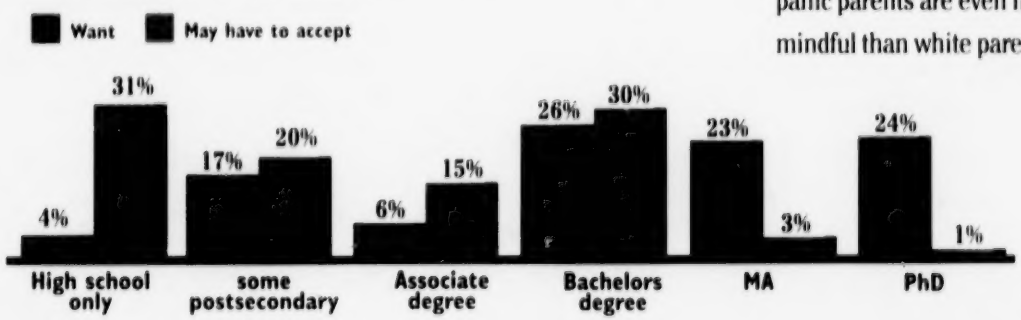
The eighth-grade boy or girl who foregoes a college-preparatory program upon entering high school will probably never get into it. Thus, she or he will have fewer colleges to choose from and will be less well prepared to succeed in and graduate from college. Because better-paying jobs require knowledge included in the college-preparatory curriculum (for example, algebra), many students planning to take vocational training or to work after high school need these courses as well.

Unfortunately, neither students nor their parents always receive enough information and advice to make informed choices about high-school programs. This problem will be explored in a future report.

What parents want

Most Hoosier parents fully understand the value of education beyond high school for their children: 23 percent want their child to complete vocational training or an associate degree; 26 percent want him or her to earn a bachelor's degree; 23 percent a master's degree; and 24 percent would like to see their son or daughter earn a Ph.D. or professional degree (Figure 13).

FIGURE 13:
The education parents want for their children vs. what they may have to accept.



Unfortunately for many parents, their desires exceed their expectations. Deep worry over the cost of higher education is a primary factor in many parents' lowering their sights, however reluctantly. Thirty-one percent would accept a high-school education as the minimum for their child; 20 percent would accept up to two years at a postsecondary school even if that does not lead to a degree; and 15 percent would accept an associate degree.

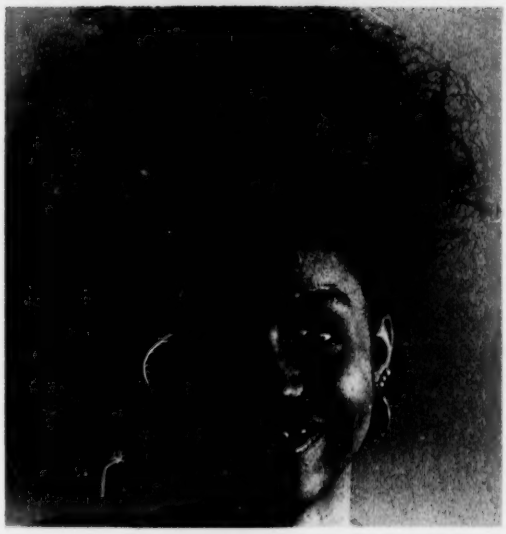
Only 35 percent decline to compromise, insisting that they want their children to earn nothing less than a bachelor's degree. Not surprising, these parents tend to have higher incomes and more education, and their children are apt to be taking college-preparatory courses in high school. Parents with lower incomes and less education want just as much education for their children, but are less likely to believe it is a possibility.

African-American and Hispanic parents are even more mindful than white parents of the value of postsecondary education. They are more inclined to want a college education for their children, and just as inclined to accept nothing less.

Parents of twelfth-graders across the state, African-Ameri-

can and white, aren't shy about telling their offspring what they think. Nearly eight in ten "strongly encourage" their youngsters to continue their education after high school. Parents' encouragement may follow from their thinking that postsecondary education, and particularly a college degree, is very important for later ability to own a home, have a well-paying job, and be able to enjoy life. Eight in 10 parents rate a college degree as very important for achieving these objectives.

If parents were better informed about their children's education choices—and the importance of those choices in determining the future—their concern could be channeled earlier and more effectively toward helping achieve their children's aspirations. Seventy-five percent of eighth-graders' parents say they will need "a lot" or "some" help understanding their high schools' vocational, general and college-preparatory programs, and knowing what these programs lead to after high school. What information parents and students receive, and what they need, will be topics of a future report.

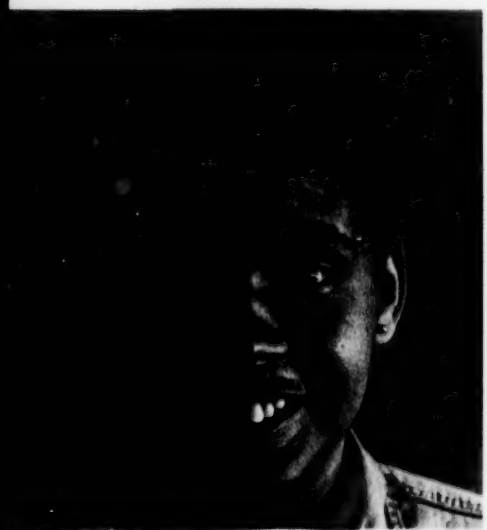


Authors' thoughts

When we began this research, we suspected we would find that students in different parts of Indiana would see their futures differently. What we discovered, in fact, was surprising uniformity. Hoosier students and their parents across the state share a common, deeply-rooted dream—the American Dream of progress from one generation to the next, open to all. It's a dream built more on hope than calculation.

Since Indiana offers far fewer professional jobs than its young people expect to fill, their aspirations could be dismissed as idle fantasies. But we see these high aspirations as an immensely hopeful sign. These young people believe they can achieve a great deal, and neither recession nor economic restructuring has diminished their faith in themselves. They don't speak of constraints set by others; they believe they can transform their own lives.

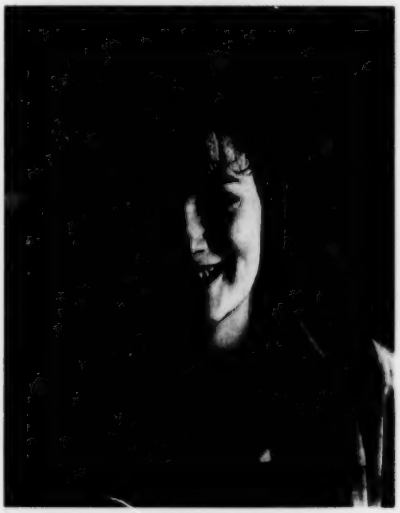
Given some teenagers' behaviors, such as fluctuating career goals and poor study habits, their high hopes may seem unrealistic to adults. But hope is a wellspring of motivation for hard work and achievement. We see around us, in both young people and adults, the devastating effects of hopelessness. The good news from *High Hopes, Long Odds* is that, at least through high school, most young Hoosiers who stay in school have high hopes for a positive future. We must take these hopes seriously and do all we can to help young people keep their options open and achieve their



hopes. To fail to do so imperils their future and ours, and it diminishes the human traits of caring and fairness that bind society together.

What's needed is for parents, schools, employers and other community institutions to help teenagers prepare themselves in ways that will enable them to realize their dreams. The point is to help young people find pathways that keep their career and education options full and open. Young people and their parents see that, in tomorrow's world, some education beyond high school will be an asset, even a requirement for many jobs. We hope that educators, policy makers, journalists, business leaders and all citizens of Indiana will do whatever they can to make certain that Hoosier students know, early and clearly, what needs to be done to achieve attainable life goals.

Specifically, young people require information and advice. They need to know how the



various high-school programs relate to adult opportunities and what courses to take to keep their options open. Young people need to be in touch with their communities' employers, leaders and citizens so they can set solid cornerstones for their aspirations.

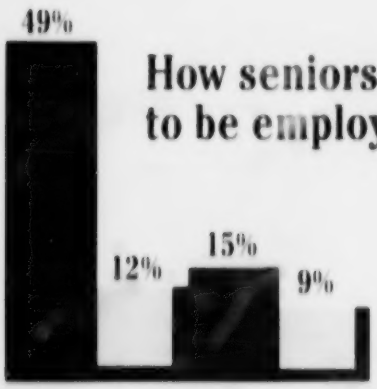
Parents need to be well-informed and directly involved in helping their children make life-shaping decisions regarding their education.

Together we must seek new ways to help families pay for college and eliminate the economic pressure parents face when they consider their children's postsecondary education.

The existing disconnections between students' and parents' expectations and preparation will inevitably lead to their disappointment and disillusionment. That would be tragic, because Indiana's youth—with their high hopes, buoyant confidence and boundless energy—are the state's greatest resource—at least potentially.

Who will teach?

The good news is that, although less than 10 percent of Indiana's high-school seniors plan careers as teachers, the next generation of educators may include some of the state's brightest youth. Of the seniors who see themselves as future teachers, 80 percent will graduate from high school with grades in the A-B range.



How seniors expect to be employed

- Professional—High Tech
- Business
- Service
- Teacher

Note: 15% in other areas

The disturbing news is that the *High Hopes, Long Odds* findings indicate that not enough boys and not enough minority students plan to teach: Twice as many females as males want to teach, and white students are twice as likely as African-Americans to see themselves as classroom teachers.

The graph above indicates how teaching compares with other career choices among high-school seniors. Note that almost half of the surveyed Hoosier youth aspire to professional/technical jobs. This category includes medicine, law, art, social work, engineering, physics, computer programming, drafting, nursing and teaching on the college level. The business category represents positions in management, administration and business ownership. The service category includes clerical positions, protective service (firefighters, police, guards), sales, real estate, insurance, barbering, practical nursing and food service.

Who will stay home?

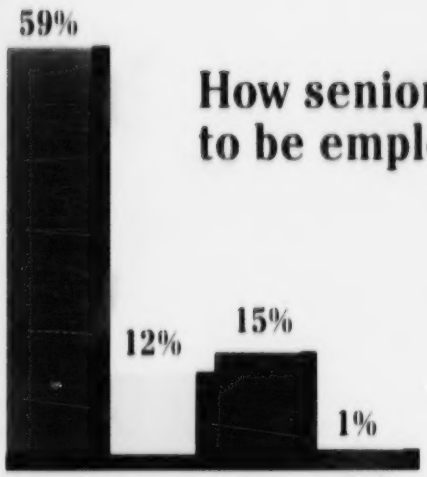
Most Hoosier young women—when asked to fast forward their lives to age 30 and describe their work activity—envision themselves having a job outside the home. As indicated on the graph below, only 1 percent of surveyed high-school seniors foresee themselves as full-time homemakers.

Why the lack of interest in homemaking? Research sponsored by the Indiana Youth Institute and contained in the 1990 Indiana Youth Poll may offer clues. In that survey, students were asked: "What does it mean to be a failure when you are 30 to 40 years old? Would this be the same for men and women?" Responses indicate that many youth equate success with employment. Among students' descriptions of failure:

"Not having a job."

"... if you make nothing, you are nothing."

"For women it includes having a lot of babies with no job."



How seniors expect to be employed

- Professional—High Tech
- Business
- Service
- Homemaker

Note: 13% in other areas

African-Americans Share High Hopes For Future

African-American students share the same high aspirations as their white classmates, according to research gathered in the *High Hopes, Long Odds* study. Two-thirds of black high-school seniors in the city schools of Indianapolis, Gary, Hammond and East Chicago expect to enroll in college after graduation. This number duplicates the number of white seniors in rural Decatur County who plan to take academic courses at two-year or four-year colleges after they complete high school.

Seniors were asked to respond to this question: "What is the lowest level of education you expect to attain?" Note the similarity of responses among black and white students.

Seniors were also asked: "In what type of job do you see yourself at age 30?"

Here, too, no statistically significant differences exist between black and white students.

What is the lowest level of education you expect to attain?

	Less than high school (%)	High school (%)	2+ years vocational (%)	Associate's degree (%)	Bachelor's degree (%)	Ph.D./Prof. degree (%)
Black	2	19	20	15	29	15
White	2	17	15	16	36	14
All students	2	17	15	16	36	14

In what type of job do you see yourself at age 30?

	Laborer (%)	Manager (%)	Professional (%)	Service (%)	Technical (%)	Not planning to work (%)
Black	6	14	47	17	12	2
White	5	12	49	18	10	2
All students	5	13	49	18	10	2

Hoosier State Of Mind

Whether they live in inner-city Gary, the "donut" counties around Indianapolis, suburban Evansville or rural Decatur County, Hoosiers share similar views on several key education questions.

As researchers launched the *High Hopes, Long Odds* survey in nine geographic areas of Indiana, they thought students from communities with different economies might see the future differently. Researchers also suspected they would find important variations by race, and they thought the kinds of jobs available in certain locales might have strong impact on students' plans or, at least, on parents' expectations. They also were prepared to note different patterns of interaction between counselors and students where opportunities and family resources varied greatly.

The assumptions were wrong. Surprising uniformity exists, as shown in the graph to the right.

Seniors were asked: How much importance do you think most colleges and universities place on high-school grades when admitting students? Here are the percentages of students who think grades are very important.

Geographic area	Percent
Evansville	76
Fort Wayne	74
Gary	82
Outer Gary	85
Indianapolis	78
Marion County	89
Counties around Marion	80
Rural	78
South Bend	78
Range	74-89

(no statistically significant difference)

High Hopes, Long Odds!

Materials for Pocket 2

Dear Colleague:

This second *High Hopes, Long Odds* report emphasizes the importance of students following the paths that will best help them realize their aspirations and dreams for the future.

Unfortunately, too many Hoosier youth are not "on the right path." Many are graduating from high school undereducated and underprepared to pursue their career goals. As the report points out, no one institution or group of people is solely responsible for this problem, but we all must be responsible for resolving it.

We hope that parents, educators, business leaders, policymakers and youth-serving professionals will grapple with the issues presented here. To help stimulate discussion the authors have posed a set of questions at the end of this report. I hope that as you read, you'll think about and discuss these questions:

> What steps need to be taken to expand the professional sector of the economy to accommodate the state's retention of well-trained young people?
>
> Should state government join with private enterprise and schools to develop and communicate clear paths between the classroom and various sectors of the economy?
>
> How can we encourage a wide variety of teaching methods to respond to the different learning styles of students?
>
> If public colleges and universities raised their admission requirements, would public high schools be encouraged to raise graduation requirements?

Several organizations have taken advantage of our early offer to provide a resource person to speak about the study at a forum or meeting. Requests for speakers should be addressed to Joseph Huse at the Indiana Youth Institute.

Sincerely,

Pat Turner-Smith

Patricia Turner-Smith
Executive Director

The Indiana Youth Institute 31

333 North Alabama • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222 • (800) 343-7060 • FAX (317) 685-2264

Indiana Youth Institute Resource Notes

Introduction

This Resource Notes segment will explore in more detail, three issues raised by the research findings discussed in Report 2.

The *High Hopes, Long Odds* reports are based on the responses of more than 5,000 Indiana young people to a survey conducted in 1991. Several months earlier, in 1989 and 1990, more than 1,500 students participated in the Indiana Youth Poll conducted by the Indiana Youth Institute. Results were reported in *Youths' Views of High School Life* and *Youths' Views of Life Beyond High School.* Both the *High Hopes, Long Odds* study and the Indiana Youth Poll found that a majority of Hoosier high school students aspire to professional careers. The first step, as these students are well aware, is gaining a baccalaureate degree. Report 2 points out that there are many options for higher education within Indiana, with entrance requirements that vary from open admission to selective. It is possible for almost any student with the motivation to go through the application process (and the money to pay the bills) to find a way to enter college. The colleges that provide more options, however, are likely also to have more rigorous standards for admission.

College entrance examinations

Among the tools used by postsecondary institutions to assess applicants' academic potential are standardized entrance examinations. The best known are the American College Test (ACT) and the Scholastic Aptitude Test (SAT).[1] Most Hoosiers aspiring to attend college take the SAT. In 1993, 61% of the graduating seniors had taken this exam. As has been true for more than a decade, they did not, as a group, do well on either the verbal or mathematics tests (Table 1). A number of Indiana's young people are likely to find that low test scores are another obstacle on the path to the professions.

Table 1. Indiana and United States Scores on the Scholastic Aptitude Test (SAT)

Year		Verbal	Math
1993	Indiana	409	460
	United States	424	478
1992	Indiana	409	459
	United States	423	476
1991	Indiana	408	457
	United States	422	474
1982	Indiana	407	453
	United States	426	467

Source: The College Board

Nationally, SAT scores reached an all-time low in 1991. They have risen only slightly since. Although Indiana's average SAT scores were higher from 1991 to 1993 than in 1982, Hoosier students have consistently scored below national averages. Generally they rank near the bottom among the 50 states and the District of Columbia. Some suggest that Indiana's SAT scores are lower because a relatively large proportion of Hoosier students take the examination. In 20 states and the District of Columbia, however, at least half of the students take the test. On this list of 21, Indiana's scores on both verbal and mathematics tests ranked sixteenth.[2]

Further analysis of national data has shown that students who took the subject-matter achievement tests, which relatively few Hoosier students take, averaged nearly 100 points higher on each part of the SAT than did all test-takers. Indiana high schools have been stressing advanced placement testing, and efforts are paying off in increased enrollments in more rigorous classes.[3] It is too early to assess the impact on the state's college entrance examination scores, however.

Students who take the subject-matter achievement tests are often seeking admission to the nation's most elite colleges and universities, schools that have the most competitive entrance standards. Many of these institutions are placing *less emphasis* on test scores, but they rarely ignore them altogether.

The Armed Forces Qualifying Test (AFQT)

The armed forces have been an option for noncollege-bound youths as well as those hoping to use military benefits to gain access to postsecondary education. How

well do these Hoosier military-bound students compare with their peers elsewhere in the United States? One indicator, says Robert Lehnen, Co-director of the Indiana Education Policy Center, is performance on the Armed Forces Qualifying Test.[4] This is part of the battery of tests given to all applicants and enlistees for military service by the Department of Defense.

Nationally, 10% of those who take the examination are disqualified for "mental" reasons, that is, because they lack the minimum academic requirements for enlistment. The percentage of Hoosiers disqualified (11%) was slightly higher than that for the nation as a whole, giving Indiana a rank of 34 among the 50 states and the District of Columbia. Lehnen reviewed AFQT scores and disqualification rates for more than a decade (1981-1991) and found Indiana test-takers consistently in the bottom half of all states.

Low achievement and workforce development

A 1990 report of the Commission on the Skills of the American Workforce pointed out some of the obstacles standing in the way of producing a highly educated workforce. Two of the problems cited were the lack of "a clear standard of achievement" and the fact that "few students are motivated to work hard in school . . . because they see little or no relationship between how well they do in school and what kind of job they can get after school."[5]

Indiana faces similar problems. Most of the respondents to the Indiana Youth Poll found a typical day at school best described by the word "boring." When asked about perceived barriers to obtaining the work they hoped to be doing at age 30, 53% said that their grades were not high enough, 42% felt that they lacked knowledge about careers, 28% said they did not have enough motivation to succeed, and 23% admitted that they didn't want to work hard.[6] Although an improved system of career planning might reduce some of these barriers, student views suggest that a far more extensive revision of both curriculum and classroom practices, as well as a change in their own attitudes, will be needed to engage their interest in the educational process.

Notes

1. Information on SAT scores is drawn from several sources from the College Board that administers the examination: Press Release, August 27, 1991; "College-Bound Seniors of 1991: Information on Students Who Took the SAT and Achievement Tests of the College Board" (New York: The College Board, 1991); and Press Release, August 27, 1992. 1993 score information from Dennis Kelly, "Overall SAT scores are higher, but girls still lag," *USA Today* (August 19, 1993).

2. Using several methods for transforming ACT and SAT scores to make them comparable, Robert Lehnen examined averages for all 50 states and the District of Columbia. Regardless of method, Indiana's scores were in the bottom half. *See:* Robert G. Lehnen, "Constructing State Education Performance Indicators from ACT and SAT Scores," *Policy Studies Journal* 20, 1 (1992), pp. 22-40.

3. Office of the Governor, *Meeting the Challenge: Education Progress in Indiana* (Indianapolis: Office of the Governor of Indiana, 1992), pp. 34-42. This report summarizes Indiana's strategies for meeting the six National Education Goals by the year 2000 and progress to date.

4. Robert G. Lehnen, "The 'Golden Age' of Indiana Education: Did It Ever Exist?" (Indianapolis: Indiana Education Policy Center, School of Public & Environmental Affairs, Indiana University, October 1992).

5. Ira Magaziner and Hillary Rodham Clinton, "Will America Choose High Skills or Low Wages?" *Educational Leadership* 49, 6 (March 1992), pp. 10-14.

6. Judith B. Erickson, *Indiana Youth Poll: Youths' Views of Life Beyond High School* (Indianapolis: Indiana Youth Institute, 1992), p. 32.

About the Indiana Youth Institute

We believe that the state of Indiana can and should become a state that genuinely cares about its young people and that its national reputation should reflect that concern and commitment.

To enhance that commitment, the Indiana Youth Institute works with adults who care about youth.

- IYI advocates for better services for Indiana's young people, both directly and in collaboration with others.
- IYI develops strategies to increase youth-serving professionals' knowledge, caring, and competence.
- IYI cultivates and supports innovative projects that hold promise for improving the lives of Indiana's young people.

We believe that the key to the success of young people is in the hands of the adults who care about them.

IYI is an intermediary agency that supports youth development professionals and decision makers with advocacy, research, and training.

The Resource Center

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people

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Resources

Spokespersons for High Hopes, Long Odds

The persons listed below are available to interpret the information contained in the *High Hopes, Long Odds* reports. To invite a speaker for a state-wide or community gathering of concerned citizens contact: Joseph D. Huse, Project Manager for the *High Hopes, Long Odds* project at the Indiana Youth Institute, 333 N. Alabama Street, Suite 200, Indianapolis, Indiana 46204. Call IYI at (317) 634-4222 or toll-free in Indiana (800) 343-7060.

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In addition to the spokespersons for *High Hopes, Long Odds*, a cadre of facilitators are prepared to convene community groups to understand the implications of the report and probe the issues. Contact Mr. Huse at the Indiana Youth Institute for the name of a facilitator in your community. This is not just another report to put on the shelf: Keep it out, tell your friends and colleagues, start the conversation and keep it going.

HIGH HOPES

LONG ODDS

The Future:

How Do You Get There From Here?

Just as travelers in the '90s wouldn't rely on a Model T to carry them to an important destination, neither should today's students have to trust an out-of-date education vehicle to deliver them to the intersection where their present meets their future.

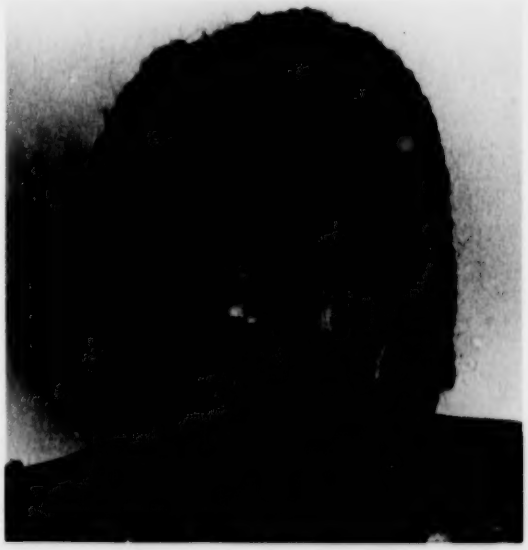
But most have had to until now.

The results have been disturbing. As many as half of Indiana's students—teenagers who opted for general-studies and vocational programs—are leaving high school undereducated, underprepared and uncoupled from the economy. Their academic paths connect with no career paths leading into the marketplace. These young people, whose ambitious goals were described in Report 1 of this series, face a serious logistical problem. They know where they are, and many of them know where they want to go. Their question is—"How do we get there from here?"

Too often the answer is—"You can't."

Faulty assumptions?

The organization of Indiana's high-school curriculum, introduced in the 1920s to prepare students for adult roles in that era's economy, is still in place in 1993. The design of the system was based on two assumptions: First, most students aren't interested in college or don't have the ability to succeed there and thus need other choices; second, few jobs require more than a high-school diploma.



But times change

Many persons now know that more students are capable of earning college degrees than previously thought possible. They also know the current high-school diploma has lost much of its economic clout, and most well-paying jobs call for some kind of postsecondary education. Unfortunately, the decades-old practice of sorting youth into different high-school programs has continued, and the sorting system has failed to respond to the current needs of the Hoosier job market or the high hopes of the state's youth.

Keeping options open

All high-school students need a high-school program that will keep the options open for them while they consider the academic and career decisions that will affect the rest of their lives. While not all Hoosier students may want to go to college after high school, an ever-increasing number of vocational/technical jobs and other service positions call for the mathematical, communication and thinking skills that are taught as part of the college-preparatory program.

This college-prep program, currently selected by half of Indiana's students, gives teens the solid preparation they need for vocational/technical work, as well as for college. The same academic classes that prepare students for higher education also prepare them for places in the vocational/technical and service sectors of the economy. In addition, the college-prep program lets them delay firm decisions about their future without eliminating any possibilities.

As part of this study, we asked high-school counselors to explain exactly where the vocational and general-studies programs lead. We received some vague answers.

"The general-studies program is for students who don't know what they want in life" was a frequent answer. The vocational program, counselors say, is for students who are interested in technical work or who plan to attend vocational school. Few talked to us about how the general-studies or high-school vocational programs lead to career opportunities or how the latter dovetail with vocational-school curricula.

It is important to note that after we had already collected the data for this study, the Indiana legislature also recognized this programmatic problem and advocated that general studies be dropped from the curriculum. In the "workforce preparation" legislation of 1992 and 1993, due for implementation in 1995-96, legislators mandated a three-option system for high-school students: an academic program, a technical ("tech prep") program, and a combination of the two. We will address the promise and prospects for this program in our final report of the study.

Supporting hopes, reducing odds

Half the students we interviewed say they want careers in the professions (see Figure 1). Their choices include law, medicine, architecture, management, education, library science, social work, physical therapy and athletics. In almost every instance, their goals require a bachelor's degree, and many students will need master's degrees or doctorates to realize their dreams.

FIGURE 1:
Seniors who want professional and other careers.

Seventy-two percent of the students who are interested in these professions are enrolled in college-prep programs, 20 percent in general studies, and 8 percent follow the vocational curriculum (see Figure 2). Are these students taking the right steps to reach their chosen professions? How well are they preparing themselves for the various professional careers they envision in their futures?

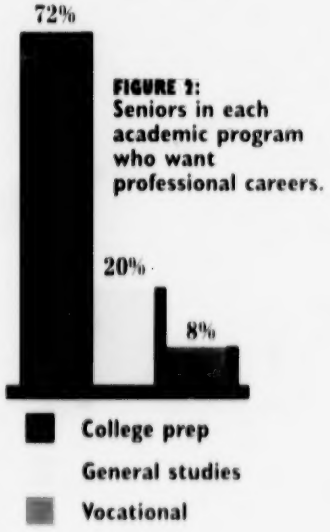


FIGURE 2:
Seniors in each academic program who want professional careers.

We found that certain factors—gender, ethnicity and location—have little bearing on student preparation. The factor that most clearly influences academic readiness is the high-school program that students follow. Simply put: College-prep students are better prepared to meet their goals than are gen-

eral-studies and vocational students.

Preparation translates into opportunities. The better the preparation, the more abundant the opportunities. Academic qualifications determine:

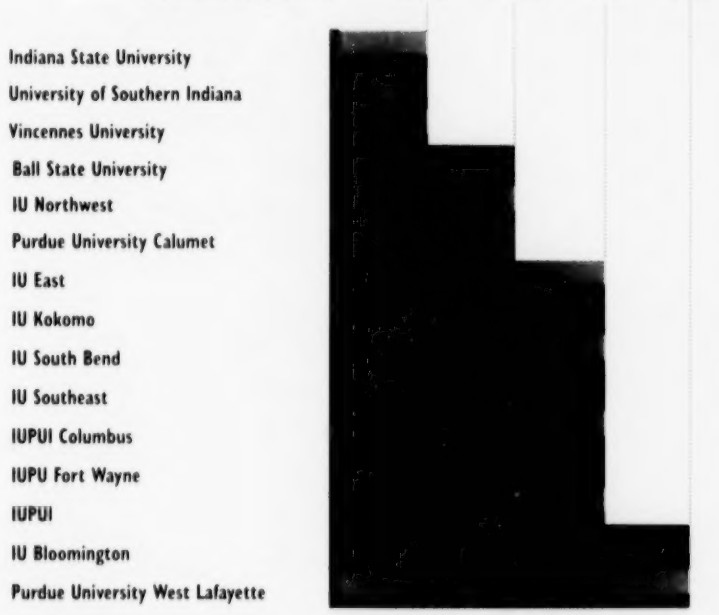
- Whether a student can get into college.
- The number and range of schools that will accept the student.
- The likelihood that the student will graduate from college.

Ensuring the power to choose

Since Indiana has two four-year campuses with unrestricted admission policies and other campuses with very modest admission standards, almost any resident can be admitted to an Indiana college today. But admission doesn't guarantee success in the classroom or a degree at the end of four years. What's more, which school a student attends greatly affects what careers are possible and the number and quality of job opportunities after college graduation.

Indiana has 14 public universities, one public two-year campus, 28 private colleges and universities, and two private two-year campuses. How selective are these Hoosier colleges? Many reference books categorize colleges according to the competitiveness of their admission policies and use criteria such as grade-point averages, class rankings and test scores. For purposes of this report, we focus only on the math and science requirements of Hoosier campuses (see Figure 3). Based on these requirements, Indiana's public colleges fall into four categories of selectivity. These categories are: unrestricted (open) admission policies, very modest admission standards, somewhat-selective admission

FIGURE 3:
Math and science course requirements for admission to Indiana public universities.



Footnotes:
1. Math courses are Algebra 1, Geometry and Algebra 2 or Trigonometry and Calculus.
2. Lab science courses must be Biology, Chemistry or Physics.
3. An admission counselor on each campus was contacted for the basic admission requirements above. Requirements can be higher for specific programs.
4. At IPFW the requirements are for the IU program; PU programs can require 2-4 years of math and 1-3 years of Lab Science.

criteria, or selective admission requirements.

The more selective the admission standards of a school, the greater the opportunities for its students. Colleges with selective admission requirements offer more academic majors, provide a wider variety of courses, attract more job recruiters, and boast a higher graduation rate than schools with open, very modest, or somewhat-selective admission policies.

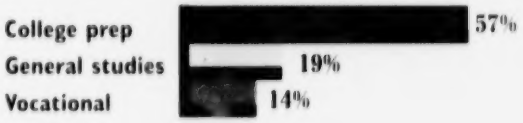
Youth who want to maximize their career opportunities should accumulate the academic credits to meet admission standards of all schools. In other words, if students meet the criteria set by the most selective campuses, they simultaneously meet the requirements of every other school. This way, young people ensure their power to choose their schools. They won't be denied an opportunity on the grounds that they lack some academic prerequisite. For whatever reason, they may decide against the most selective schools and in favor of less selective campuses. The important point is that students have the option to choose and that these should be informed choices made by the students and their families.

Preparing for professional careers

Of the surveyed college-prep seniors who aspire to professional careers, 57 percent have taken the courses to qualify for admission to all public and private campuses in the state, and they also meet the standards of public universities in nearby Illinois and Wisconsin. Also, almost all these students claim to have "B" averages or better, and many have taken the Scholastic Aptitude Test (SAT) before their senior year. (Early testing allows students to repeat the exam if they are dissatisfied with their initial scores.)

Unfortunately, only 19 percent of general-studies students and 14 percent of vocational students who want to be professionals boast comparable courses (see Figure 4), grades, or SAT preparation.

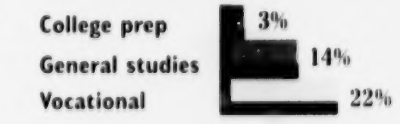
FIGURE 4:
Seniors in each program who want professional careers and have taken the courses required by all schools and campuses.



Fourteen percent of the general-studies students, 22 percent of the vocational students and 3 percent of the college-prep students qualify only for the open-access schools, even though their professional aspirations require more rigorous academic preparation (see Figure 5).

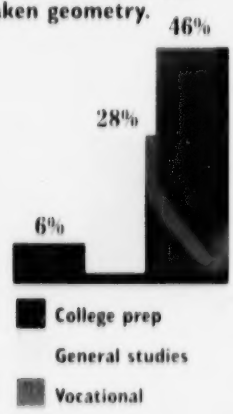
Among the stumbling blocks to college admission for many Hoosier students are algebra and geometry requirements. For example, Hoosier campuses with

FIGURE 5:
Seniors in each program who want professional careers and whose courses qualify them only for open-access schools.



somewhat-selective admission policies say that all incoming freshmen must have taken geometry. But 6 percent of the surveyed college-prep students, 28 percent of the general-studies students and 46 percent of the vocational students who want to be professionals lack this prerequisite and so are considered ineligible by these standards (see Figure 6). And because the SAT includes geometry, these students can also suffer lower math scores. Their opportunities are limited, and their choices of schools are reduced to open-access campuses and schools with modest admission requirements. These schools often have programs of study that are more limited than those on the selective campuses.

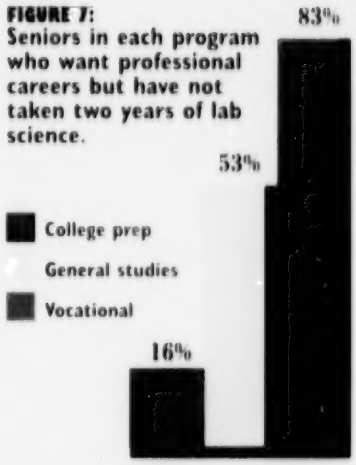
FIGURE 6:
Seniors in each program who want professional careers but have not taken geometry.



Science requirements—biology, chemistry, physics—pose similar problems for a large group of students. Depending on students' chosen majors, selective schools require as many as three years of laboratory science. Yet 16 percent of surveyed college-prep students, 53 percent of general-studies students and 83 percent of vocational students lack even a second year of a lab science (see Figure 7). Again, opportunities are limited, and choices of schools are reduced.

We also asked seniors interested in professional careers to comment on their plans to take the SAT, which many colleges require for admission. We learned that 68 percent of the college-prep youth already had taken the test; 55

FIGURE 7:
Seniors in each program who want professional careers but have not taken two years of lab science.



percent of the general-studies students and 32 percent of the vocational students had done so (see Figure 8, p. 8). Many who hadn't taken the test intend to take it; others plan to repeat the exam in hopes of getting a better score. If students follow through on these intentions, 95 percent of the college-prep youth, 82 percent of the general-studies teens and 84 percent of the vocational students eventually will take the SAT.

Pursuing vocational paths

Enlisting in the armed forces and attending Ivy Tech are two post-high school paths available to students thinking about other career areas. But, with the downsizing of the military, few seniors (3 percent) consider military service an option.

Although 16 percent of the surveyed youth are enrolled in high-school vocational programs, only 8 percent say they plan to attend an Ivy Tech campus after graduation. A 1991 study by the Indiana Commission on Vocational and Technical Education (ICVTE) helps explain why.

Forty-seven of the 87 high schools surveyed by ICVTE offer no more than three vocational programs (see Figure 9). Almost half these high-school programs cover consumer education and homemaking; 28 percent are in agriculture; 9 percent are in clerical, sales and similar types of business education (see Figure 10). Virtually none of the seniors in the survey is interested in homemaking or agriculture as a vocation; therefore, little reason exists to continue these vocational studies beyond high school. Those who hope to pursue business-management careers say they will attend college.

FIGURE 8:
Seniors in each program who want professional careers and who have taken or will take college entrance exams.

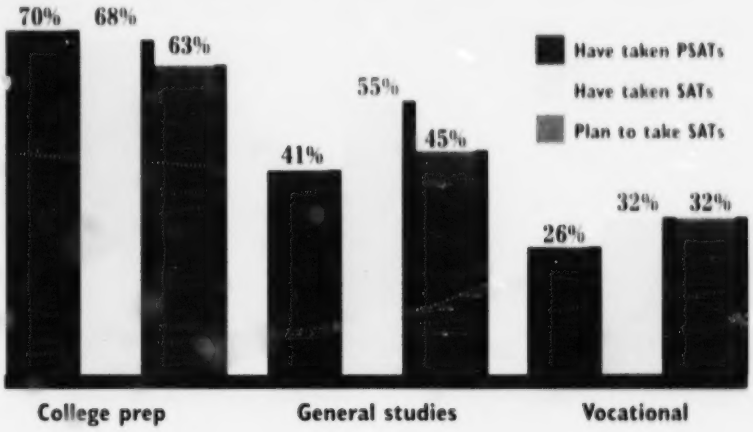


FIGURE 9:
Number of vocational programs Indiana high schools offered in 1990-1991.

Number of programs offered	Number of high schools
1-3	47
4-9	39
10-15	0
16-19	0
20-30	1

FIGURE 10:
Types of vocational programs available at high schools that offered three programs or fewer in 1990-1991.

Programs	Proportion of programs (%)
Consumer and homemaking	46
Agriculture	28
Business education	9
Industrial co-op education	6
Marketing	4
Trade and industrial education	3
Home economics	2
Pre-vocational education	2

Source for Figures 9 and 10:
The Indiana Commission on Vocational and Technical Education: Performance Report, Fiscal Year 1991 (study of all 87 high schools statewide)

Few high-school vocational programs—even those not in the ICVTE study—connect with any Ivy Tech curriculum. The paths that lead out of secondary vocational education don't lead into postsecondary vocational education or to specific jobs.

Another drawback to technical training is Ivy Tech's distribution of class offerings and degree programs. The school's 1990-91 catalog lists 48 degree options; however, depending on the location of the campus, a program may or may not be available. For example, an associate degree in hotel management can be earned only at Indianapolis, and a one-year certificate in

By law, Illinois public colleges require three years of mathematics (including trigonometry or computer science), three years of laboratory science, three years of social studies and four years of English. Wisconsin recently adopted similar criteria. The entrance standards in these states—similar to the most selective schools in Indiana—are not indications that educators favor elitism in public higher-education systems. These educators merely want freshmen to succeed in college, and they understand the prerequisites to that success.

Our research points to certain conclusions. If Indiana were to replace its traditional high-school programs with one "basic opportunity program" fashioned after the familiar college-prep option, it is reasonable to conclude that this change would benefit students, teachers and the state's economy. More students would necessarily be enrolled in the rigorous math, science and language classes that keep their options open until they are ready to make career decisions. They could still choose electives from the vocational and fine-arts areas. Teachers would be challenged to develop new techniques to convey information to a wider range of youth who have varied learning styles. The state and business communities would benefit from a better-prepared workforce and would therefore be justified in seeking ways to expand the Hoosier economy to accommodate these workers.

There are, of course, other options. In our concluding report, we will discuss the full range of options and suggest where each might lead.

Some questions

As Indiana parents, educators, business people and policymakers begin to grapple with the issues presented in this report, we offer five questions to stimulate discussion:

• If the traditional academic programs do not serve Indiana's teenagers, what options should schools explore? Is the provision for college-prep and technical-prep programs, or a combination of the two—as set forth in the new state law—the best? Or would it be better if Hoosiers considered having one basic opportunity program that keeps career options open for all students?

• How can Hoosiers encourage teachers of college-prep courses to employ practical,

mental-health rehabilitation is available only at Fort Wayne. Consequently, opportunity at the vocational level is in large measure dependent upon where in Indiana the student lives. While it certainly isn't possible to offer all programs at every campus, it may be important to offer key programs in more than one area of the state.

If not college, Ivy Tech or the military . . . what?

About a quarter of the surveyed seniors expressed no interest in college, vocational school or military service. Of these, 14 percent plan to work full time; 11 percent say they will either look for work, take a break or, in the case of 1 percent, be full-time homemakers. These students often see no link between their schooling and their future place in the economy. They also expect no help from their high schools in finding jobs. The unique challenges of this often-overlooked 25 percent will be explored in Report 5 of this series, "Going to Work: Weak Preparation, Little Help."

Authors' thoughts

Indiana students deserve full disclosure about the opportunities resulting from their high-school programs. Before eighth-graders select their high-school programs, they should be told where each program leads—and where it doesn't lead. Before they build their class schedules, they should be told exactly what opportunities they preserve by taking certain courses and what options they forfeit by bypassing those courses. When it comes to choosing paths and following them, youth should encounter no avoidable obstacles. And, whatever their path—whether academic or vocational—they ought to have high-quality, pertinent preparation for it.

Change in academic programming is long overdue. Many persons say the only high-school program that clearly connects with opportunity today is the college-prep program. Yet year after year, schools have offered general-studies and vocational programs that prepare few youth for college or for jobs. Even general-studies and vocational students who muster enough credits for college admission often don't qualify for the campus of their choice because they lack certain courses. They must compromise their dreams, and the fallout from this compromise is serious: Choices and opportunities are diminished.

College entrance policies, already too selective for some students, promise to get tougher in the future. Because many Hoosier seniors told us they might like to attend out-of-state colleges, we checked admission standards in surrounding states.

interactive strategies that appeal to students with a variety of learning styles?

• What would happen if public colleges and universities raised their admission requirements? Would public high schools (given assistance and sufficient lead time) be encouraged to raise graduation requirements to prepare students better for the academic rigors of college? What would be the ramifications for high schools? for elementary and middle schools?

• What steps need to be taken to expand the professional sector of the economy to accommodate the aspirations of the state's well-trained young people?

• Should state government join with private enterprise and schools to develop and communicate clear paths between the classroom and various sectors of the economy?

The word "path" crops up frequently as we consider ways to expand opportunities for students. Unfortunately, our study of high-school programs indicates that some current academic paths are little more than dead-end streets for youth. They don't go anywhere—not to college and not to jobs. They don't even intersect with many postsecondary training programs. These paths need to be cleared or eliminated.

Overall, we would like to see students leave high school academically ready to take the next step toward the future—whether that future is postsecondary schooling, the job market, farming, the military, or homemaking. As these students consider all the paths available to them, the question should never be "What opportunities are left for me?" The question should be "What opportunities are best for me?"

—by Faith G. Paul, Ph.D.,
Public Policy Research Consortium

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three sub-regions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

In the first stage of the sample, schools were selected. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders. Parents of these students and the counselors in their schools also were surveyed.

For further details, see "Technical Appendix," ix, available from the Indiana Youth Institute.

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Getting in the door

How selective are the admission standards of Indiana's four-year public colleges and universities? A number of respected reference books, available at most libraries and commercial bookstores, use a variety of criteria to answer that question. For example, according to the most recent edition of *Barron's Profiles of American Colleges* (1992), public Hoosier campuses fall into three categories: competitive, less competitive and non-competitive. The guidebook uses three factors—students' grade-point averages, class rankings and test scores (SAT and ACT)—to determine a school's competitiveness. Campuses classified as "non-competitive" require only evidence of high-school graduation.

Included in *Barron's* three groups:

Competitive	Less Competitive	Non-competitive
Ball State University	Indiana State University	IU East
IU Bloomington	IU Kokomo	Purdue Calumet
Purdue West Lafayette	IU Northwest	
	IUPU Fort Wayne	
	IUPUI (includes IUPUI Columbus)	
	IU South Bend	
	IU Southeast	
	University of Southern Indiana	

Note:
Barron's includes no public four-year Hoosier campus within its three additional categories of "very competitive," "highly competitive," and "most competitive."

Voc-Ed offerings vary across state

Geography may be an important factor to Hoosier students interested in gaining access to vocational training after high school.

To embark on a degree program at one of Ivy Tech's 22 campuses, a student must have a high-school diploma or a General Education Development (GED) certificate. After that, the range of opportunity afforded the student may depend on which campus he or she attends, according to *High Hopes, Long Odds* researchers. The table below, compiled from current Ivy Tech listings, indicates degree/certificate programs available in the communities where surveyed students live. Curricula vary from campus to campus. Depending on where students reside, they may have more or fewer program choices than their peers in other parts of the state.

1993 Ivy Tech Divisions and Programs in Surveyed Areas

	Evansville	Fort Wayne	Gary	Hammond	Indianapolis	South Bend
Business						
Accounting Tech	•	•	•	•	•	•
Admin/Office Tech	•	•	•	•	•	•
Business Mgmt/Admin.	•	•			•	•
Computer Info Systems	•	•	•	•	•	•
Culinary Arts Tech		•	•		•	
*Distribution Mgmt.						
Hotel-Motel Mgmt.					•	
Industrial Superv.	•	•	•		•	•
Marketing Tech	•	•	•		•	•
Paralegal Tech					•	
Statistical Process		•				
Visual Communications						
Commercial Video						•
Graphic Design	•					•
Commercial Photo	•					•
*Graphic Media Tech						
Interior Design	•					•
Visual Communications						•

	Evansville	Fort Wayne	Gary	Hammond	Indianapolis	South Bend
Human Services & Health						
Child Development		•			•	
*Early Child Development						
*Dental Assistant						
*Food Services Tech						
Human Services Tech					•	
Medical Assistant	•	•			•	•
Medical Lab Tech						•
Mental Health Rehab		•				
Nursing	•		•		•	•
Practical Nursing	•	•	•		•	•
Radiologic Tech					•	
Respiratory Care		•			•	
Surgical Tech	•				•	
Applied Sciences & Tech						
Automated Mfg.	•	•	•		•	•
Auto Body Repair			•		•	
Auto Service Tech	•	•	•		•	•
*Barbering						
Building Construction		•				
*College/Industry Job Title						
Drafting/CAD	•	•	•	•	•	•
Electronics Tech	•	•	•	•	•	•
*Environ. Care Tech						
Fire Sciences		•	•		•	
Heating/Air Cond./Ref.	•	•	•		•	•
Industrial Lab Tech					•	
Industrial Maint. Tech	•	•	•		•	•
Machine Tool Tech		•	•		•	•
Mfg. Processes/Plastics	•					
*Mining Operations Tech						
*Recreation Vehicle Tech						
Welding Tech	•	•	•		•	•

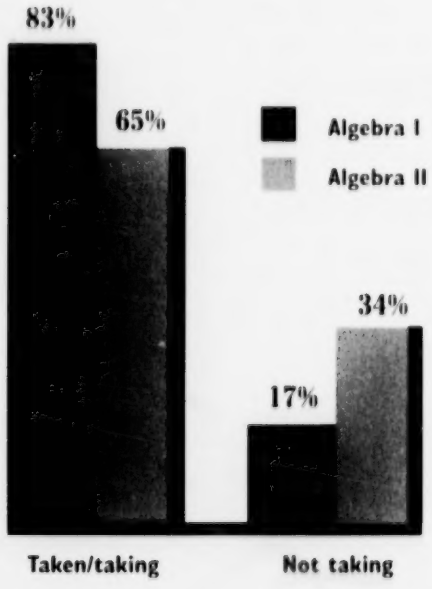
*This program is not offered at surveyed sites but is offered at other Ivy Tech site(s).

Math X 3 = Opportunity

High-school students who take certain math, science and foreign-language courses—appropriately called "gatekeeper" courses—improve their chances for college participation and success, according to research sponsored by the College Board. Teenagers generally take these courses early in their high-school careers, when their college plans are still in the formative stages.

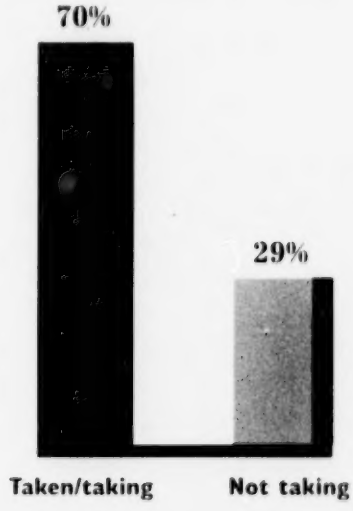
The three math "gatekeepers" cited by the College Board are Algebra I, Algebra II and Geometry. Of seniors participating in the *High Hopes, Long Odds* survey, about one-third will graduate from high school without these key courses.

Seniors and Algebra



Note: Includes all surveyed seniors.

Seniors and Geometry

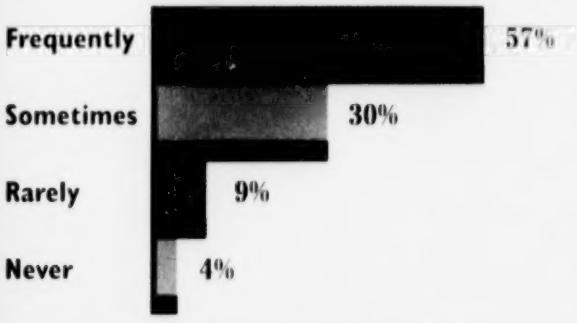


Note: Includes all surveyed seniors.

And speaking of the future ...

In spite of the popular belief that today's teens rarely talk with their parents about important issues, more than half of surveyed high-school seniors in Indiana say they frequently discuss education and career plans with their families.

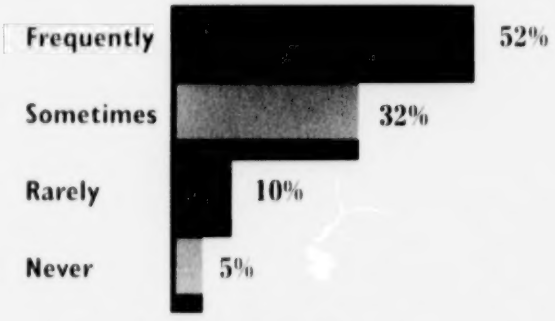
Twelfth-graders who participated in the *High Hopes, Long Odds* study were asked: "How often do you and your parents talk about your postsecondary education plans?" Their answers:



Seniors discuss education

Note: Gender and race accounted for no significant differences in answers.

In a related question, seniors were asked: "How often do you and your parents talk about your plans for jobs or careers after high school?" Their responses:



Seniors discuss jobs

Note: Gender and race accounted for no significant differences in answers.

High Hopes, Long Odds!

Materials for Pocket 3

Dear Colleague:

Report Three reveals that big gaps exist between what families think they know, what they actually know, and what they need to know to make appropriate decisions about educational and career options. I am sure there will be a good deal of spirited discussion about why this situation exists and who is responsible for the information shortfall. We hope that conversations will focus on what might be possible rather than what's not working.

The findings in this report raise several questions that could lead to creative collaborative solutions:

> What are the best ways for schools to disseminate information to parents?
>
> How can area employers keep schools and students apprised of the changing economy and job market demands?
>
> What is the optimal time for college recruiters to visit communities?
>
> How can those in nonformal education settings, such as neighborhood centers, churches, parks and recreational facilities, or scouting troops, be resources for information?

The researchers suggest it will take entire communities to safeguard the future of young people. It is, therefore, important that discussions include representatives from several areas of the community. The Indiana Youth Institute has identified and trained facilitators to help local communities convene and lead discussion groups. We anticipate participants will include students and their families, businesses, schools, youth-serving and religious organizations, and universities and colleges. A list of facilitators is included with the Resource Notes. Please call upon them and share their names with others.

We also believe that much can be learned from initiatives already underway in Indiana. We have chosen to highlight some of them in the Resource Notes included in this mailing. We are also eager to share information on programs you identify. We recently learned, for instance, of a company that has hired a guidance counselor to work with employees who have school-age children. Please send program information to the attention of Joseph Huse at the Indiana Youth Institute.

Your response to, and enthusiasm for, the *High Hopes, Long Odds* Study have been gratifying.

You are an important key to its continued success. I hope you will continue to share this information broadly and serve as a catalyst for community discourse.

Sincerely,

Pat Turner-Smith

Patricia Turner-Smith
Executive Director

The Indiana Youth Institute

333 North Alabama • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222 • (800) 343-7060 • FAX (317) 685-2264

Indiana Youth Institute Resource Notes

High Hopes, Long Odds Report #3 identifies six educational crossroads where students and their families are faced with crucial decisio..s that will have lasting impact on their progress from aspirations to actuality. Throughout Indiana, there are dozens of programs, large and small, that unite students and their families, schools, businesses, and youth-serving organizations in the decision-making processes. In this Resource Note we describe two statewide and one regional program. We also describe a few exemplary local programs created by individuals whose work was honored by an Indiana Youth Investment Award.

1. Choosing a high-school program

The *Future Academic Scholars Track (FAST)* program in Ft. Wayne works with students in grades 6 through 12 who are unlikely to get to college. Young people are brought to a college campus for four weeks during the summer and continue to meet on two Saturdays per month from October through May. Both cognitive and affective needs are addressed in the program. Public school teachers and administrators, university professors and business people serve as facilitators, counselors, and educators. High-school juniors and seniors serve as mentors to the FAST students. FAST has a strong parent component that includes parenting classes, university classes and study skills development.

The *Community Guidance for Youth Program (CGYP)* unites schools and youth-serving agencies in community-wide efforts to provide sustained and coherent guidance to young people so that they will arrive at the twelfth grade with a wide range of educational and vocational options open to them. Each *CGYP* program unites school and community but is organized to tap the unique and diverse resources available. Areas of concentration are: 1. redefining roles and functions for guidance counselors; 2. enhancing learning opportunities; 3. supporting transitions from one school level to the next; 4. connecting youth with the community; 5. providing career and educational information; and 6. encouraging parental involvement.

2. Developing a plan for selecting courses

The *Association for Loan Free Education, Inc. (ALFE)* has been working in Marion County since 1972 to establish and maintain a community fund that will promote equal educational opportunity. Two-thirds of the 1,000 Marion County students served annually by ALFE must be from low-income families and "first-generation college" students. Need for ALFE services is the only eligibility requirement for the remaining third of the students served. ALFE has evolved to provide many supportive services for students, including helping each participant make a realistic, positive self-assessment, explore careers, and choose a school or program. Mentor/tutors help students who are getting low grades in language arts, math, social studies and/or science. ALFE personnel refer students to school and community-based counselors, social workers, and human-service agencies to meet their special needs.

In Richmond, CIGNA insurance company employees serve as *Study Buddies* (elementary schools) and *Middle School Mentors*. Study Buddies promote good attendance, help improve reading and math skills, and build their student's self-confidence. Mentors promote good attendance and help with conflict resolution, goal setting, grade improvement, and career awareness.

3. Setting education and career goals

All of the programs described above also include exploration of career and educational opportunities.

Motivate Our Minds (MOM) starts early to help Muncie students expand their interests, learn goal-setting skills, explore careers, and set their sights high. MOM operates two evening programs: one for young people in grades 1 to 6, and one for junior and senior high-school students. Parent involvement is vital and is required. Parents help once a month with regular projects and, at the same time, learn how to help their children at home. There are also parent workshops and newsletters. MOM enlists many mentors and tutors from Ball State University and elsewhere in the community.

Begun by a school counselor, the *Study Connection* program matches more than 700 students in grades K through 12 from *Ft. Wayne Community Schools (FWCS)* with tutors from the community. Employees are given released time to work with their students, whom FWCS delivers to the office door. Although begun as a program to provide academic support, because the tutoring is done at workplace study sites, the program has had the added impact of raising career awareness. The young people see the workplace firsthand and learn the importance of interpersonal, computer, and other workforce skills. The tutoring program has been expanded to include Study Connection Mentoring in which corporate volunteers work with high school

students to develop career plans, vocational interests, and self-esteem building, as well as *Study Connection Classroom Coaching*, in which a group of male professionals serve as positive role models in the classroom, sharing skills and aiding teachers.

Career Awareness Scouting is an in-school program for junior high- and high-school students offered by local councils of the Boy Scouts of America. Students are given an opportunity to indicate career interests. The local Scout council organizes assemblies and classroom visits by local business and professional people who share information about fields of work in which the students have expressed interest.

Many other national youth organizations offer out-of-school programs that assist young people with career and educational decisions. A future issue of IYI Resource Notes will describe some of them.

4. Identifying vocational schools and colleges

Hoosier students and families have a unique resource available. The *Indiana College Placement and Assessment Center (ICPAC)* annually sends 15 different publications containing information about postsecondary educational options in the state of Indiana to the homes of Hoosier high-school students. Materials are mailed out to coincide with the timing of decisions in planning applications for postsecondary education. Since 1987, ICPAC has grown from an organization serving 60,000 9th-grade students in about 80% of the state's public high schools, to one that served 260,000 students in grades 9 through 12 in 1993. Through their hotline services, ICPAC responded to 38,000 requests in 1993 from students and parents needing information and help with application processes. The ICPAC hotline number is (800) 992-2076.

ALFE also monitors the college application process for their participants and helps out where needed.

Most potential "first-generation college" students have never visited a college campus and have little knowledge of campus life. Many Indiana agencies that are providing motivational and life-skill-building programs also include campus tours and visits in their programs. For example, the *Brotherhood Program of Planned Parenthood of Central Indiana* seeks to expand the horizons of young African-American males at high risk of dropping out of school. The program works with families, the courts, probation officers, and the schools to help young men realize the consequences of their behavior and to accept responsibility for enriching their lives.

The *Christamore House Achievement Program (CHAP)*, and the *Wheeler Boys and Girls Club*, both in Indianapolis, charter a bus to take students on an annual spring-break tour of southern campuses. Such tours make the possibility of college seem more real and motivate students to make concrete plans to attend.

The *YWCA of Gary* also sponsors a tour of historically Black colleges for young women each March. This highlights a year-round program that includes leadership development, confidence building, spirituality, and community service.

5. Finding and applying for financial aid

College Goal Sunday is jointly sponsored by the State Student Assistance Commission of Indiana, the Indiana Student Financial Aid Association, and Lilly Endowment Inc. College Goal Sunday is designed for low- to middle-income students who could qualify for admission to an Indiana college or university or Ivy Tech, who need financial aid, and who need help filling out the application forms. Financial aid professionals from Indiana's colleges and universities are on hand to help. In 1993, more than 3,000 students and their parents participated at sites throughout Indiana. The next College Goal Sunday is set for February 6, 1994. For further information, call the ICPAC hotline at (800) 992-2076.

The *YMCA of Michiana* has several motivational programs for urban young people. The College Placement Program helps youth with applications for postsecondary education and also secures financial aid to help them get there.

6. Understanding the job market

The *Lakeshore Employment & Training Partnership, Inc.* serves clients in four locations in Crown Point, East Chicago, Gary, and Hammond. It offers a wide variety of programs that encompass everything from basic-skills training, helping young people understand the job market, and enhancing their workforce skills, to learning job-search strategies. *Career Beginnings*, operated in cooperation with Indiana University Northwest, provides a mentoring program for high-school students from low-income families. These young people receive year-round work experience and summer job internships. Additional programs offer academic remediation and provide services to young people with disabilities and other special needs.

The Resource Center of the Indiana Youth Institute has information about the programs described here, and many more. Call (317) 634-4222 or, within Indiana, (800)343-7060.

About the Indiana Youth Institute

We believe that the state of Indiana can and should become a state that genuinely cares about its young people and that its national reputation should reflect that concern and commitment.

To enhance that commitment, the Indiana Youth Institute works with adults who care about youth.

- IYI advocates for better services for Indiana's young people, both directly and in collaboration with others.
- IYI develops strategies to increase youth-serving professionals' knowledge, caring, and competence.
- IYI cultivates and supports innovative projects that hold promise for improving the lives of Indiana's young people.

We believe that the key to the success of young people is in the hands of the adults who care about them.

IYI is an intermediary agency that supports youth development professionals and decision makers with advocacy, research, and training.

The Resource Center

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people

Subscriptions Available

A limited number of subscriptions to *High Hopes, Long Odds* are available for those who could not be included on our complimentary list. Send a subscription to a favorite educator, your local principal, the head of your PTA, your local library, the employee assistance director at work, or your friends with school-age children.

Send check or purchase order to IYI today to receive all eight chapters, bulletins, and IYI Resource Notes for only $37.50 (postage included).

Hours: 8:30 am - 5 pm M - F
(317) 634-4222 1-800-343-7060

Resources

The community facilitators listed below are available to help citizens probe the issues and struggle with the policy implications of the data in *High Hopes, Long Odds*. Contact Joseph Huse at the Indiana Youth Institute or call a facilitator near you to learn how you can get involved in a local discussion group.

Bloomington
Scott Gillie ..... (812) 855-8475

Cambridge City
Susan Ray ..... (317) 478-3121

Carmel
Fred Chandler ..... (317) 846-7721
Dale Otterman ..... (317) 573-8222
Sue Richardson ..... (317) 573-8222
Steve Stoughton ..... (317) 573-8200

Columbus
Therese Miller Farley .. (812) 372-2808

East Chicago
Joseph Flores ..... (219) 391-4190

Elkhart
Connie Ruff ..... (219) 295-4716

Evansville
Janice Davies ..... (812) 473-8933
Dan Hayden ..... (812) 422-4100
Phyllis Kincaid ..... (812) 421-0030

Fort Wayne
Thomas Gordon ..... (219) 425-7510
Joyce Mallory ..... (219) 424-6326
Bettye Poignard ..... (219) 481-6605
Greg Slyford ..... (219) 425-7504

Indianapolis
Ellen Annala ..... (317) 921-1292
Alice Davis ..... (317) 929-0257
Ethan Draddy ..... (317) 925-1900
Kate Gill Kressley ..... (317) 929-0626

Indianapolis cont.
Jeff Iacobazzi ..... (317) 232-1825
Andrea Marshall ..... (317) 236-3860
Peggy O'Malley ..... (317) 232-1832
Deris Owens ..... (317) 547-1837
Barbara Poore ..... (317) 823-1481
Philip Seabrook ..... (317) 232-1900
Ralph Taylor ..... (317) 634-4222
Gail Thomas Strong ..... (317) 634-4222
Izona Warner ..... (317) 929-0104

Kokomo
Ruth Suter ..... (317) 455-8040

Michigan City
Jon Groth ..... (219) 573-2120

Mishawaka
Paul McFann ..... (219) 254-0111

Muncie
Muriel Weeden ..... (317) 747-5273

New Albany
Vincent Klein ..... (812) 949-4244
Jerry Finn ..... (812) 923-3266

Richmond
Larry Baker ..... (317) 973-8351

Terre Haute
Sandra Kelley ..... (812) 462-4381
Donna Wernz ..... (812) 462-4416

West Lafayette
Allen Segrist ..... (317) 494-9748
Linda Sorensen ..... (317) 743-9502

3

HIGH HOPES

LONG ODDS

The Information Gap:

Families Need Direction at Six Education "Crossroads."

Many Hoosier students and their parents aren't getting the right information at the right times to ensure appropriate educational and career decisions. What's more, families often don't know what they're missing.

As part of the Indiana Youth Opportunity Study, *High Hopes, Long Odds*, we asked Indiana students and their parents to assess the quality and quantity of the education and career information they receive. On the surface, families are satisfied. But when pressed with specific questions—"Which high-school classes best prepare the work-bound student for an active role in Indiana's economy?" "How many math credits do state universities require for admission?"—more than 90 percent say they can't answer because they lack important information.

And they want it.

Sharing the responsibility

Big gaps exist between what families think they know, what they actually know and what they need to know. Whose job is it to fill these information gaps? Parents point to the schools, and schools point to the parents.

High Hopes, Long Odds shows that schools, students, parents, colleges, businesses and communities share responsibility for the information shortfall. Schools disperse incomplete information; students don't take it home to discuss it with their families; parents set few appointments to discuss their children's academic programs, progress and plans; college representatives schedule recruiting missions when such visits are most convenient for them rather than most beneficial to families, and area employers don't keep educators and students up-to-date on changes in the economy and opportunities in the job market.

Wherever the responsibilities lie, the result is the same: Youth suffer the consequences, sometimes for a lifetime.

When information matters the most

Beginning in the eighth grade and continuing through high school, students encounter six key decision points—call them education "crossroads"—where education- and career-related information matters most. Some of these crossroads may be revisited at other points in their lives, but it is vital that students and their families recognize these crossroads as they approach them for the first time, especially because the quality of each decision will add to or detract from the quality of the next one. At these decision points, a student:

- Chooses a program of studies for high school.
- Develops a plan for selecting and taking courses.

• Sets education and career goals and formulates a plan for keeping doors open to opportunity.

• Identifies and applies to vocational schools or colleges for possible enrollment.

• Finds out about and applies for financial aid.

• Learns about employment opportunities right after high school and locates satisfying work, if he or she is seeking full-time employment immediately after high school.

Are families receiving the information and direction they need at these six education crossroads? Researchers for *High Hopes, Long Odds* examined each decision point and found that families are not receiving the information and direction needed at these crucial stages in their children's education.

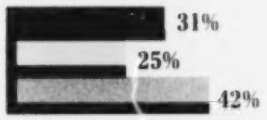
Choosing a high-school program

When we asked parents of eighth-graders if they wanted descriptions of various high-school programs and explanations of career opportunities linked to these programs, 86 percent said such information was very important to them. However, 42 percent of parents of seniors say they either never received this information or cannot remember receiving it (see Figure 1). Twenty-five percent report receiving it when their children were in the 10th, 11th or 12th grade, long after the important decision is made. Only 31 percent say they received the information either before or at the key decision point.

These numbers are confirmed by 12th-graders' memories of people who assisted them with program selection. Only 44 percent indicate that their parents were a major influence; 18 percent say counselors played a key role, and 10 percent credit teachers as important contributors to the process. An overwhelming 88 percent cite *themselves* as the primary decision-makers.

In short, fewer than half the families—three out of 10—have the necessary information at the appropriate time to help their children make an informed choice of an academic program.

FIGURE 1:
When seniors' parents receive high-school program information.



Note:
Due to multiple responses, figures do not total 100%

Developing a plan for selecting courses

Does a blueprint of specific classes, carefully plotted and followed over a four-year span, boost students' opportunities after graduation? Our reply is an emphatic *yes*. Our study shows that students who have carefully thought-out plans generally enroll in courses that keep opportunity's doors open. By comparison, the other 40 percent of the students, those who lack clearly defined

plans, enroll in few academic courses and reduce the opportunities available to them from an economy that values education credentials.

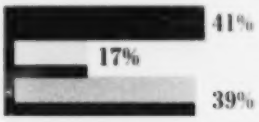
Hoosier families want to be directly involved in designing students' academic blueprints. Of those surveyed, 90 percent of parents of eighth-graders say they need information and assistance to help draw that blueprint. They want lists of classes geared to freshmen who will be college-bound students, work-bound students or students with vocational-technical interests.

But not all families are getting what they want and need.

Thirty-nine percent of seniors' parents say they never met with school counselors, nor did counselors work individually with their children to develop course-selection plans; 41 percent say a counselor met with their teenager—but not with the family—to develop a plan, and only 17 percent report a family counseling session (see Figure 2).

This lack of informed planning is corroborated by students and counselors. Thirty-nine percent of 10th-graders and 41 percent of 12th-graders say they currently do not have a course-selection plan. Existing practices among counselors offer a partial explanation: More than a third of 10th-grade counselors say that ninth-grade counselors in their schools do not design course-selection plans to meet students' education and work goals. And only a third of the 10th-grade counselors prepare plans for sophomores who lack them. (The role of school counselors—subject to demands from many sources—will be addressed in Report 6 of this series, "Counselors: System Tenders, Gatekeepers or Youth Advocates?")

FIGURE 2:
Seniors' parents whose families received help to draw up a plan of courses.



Setting education and career goals

If students aren't helped as they chart step-by-step academic paths, neither are they assisted as they set overall career goals—the ultimate "destinations" of the academic paths.

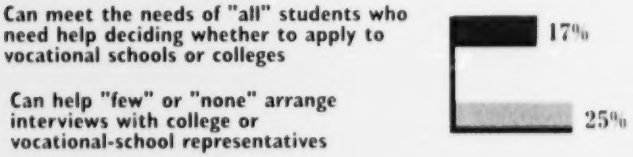
"In the past 12 months, how many times did you talk with a guidance counselor about your long-term educational plans and career goals?" we asked. Answers, supplied by 10th- and 12th-graders, confirm that youth commit to long-term educational and career plans with little benefit of professional help or substantive information.

More than 20 percent of the surveyed seniors and 46 percent of the sophomores report no long-range-planning sessions with counselors. Parents contribute the most help in defining career goals; far less support comes from relatives, teachers, coaches, friends, military or college recruiters, community or church organizations.

sion requirements, offer different programs that lead to different career opportunities and boast different graduation rates.

the needs of "a few" or "none" of their students when it comes to arranging interviews with college or vocational-school representatives.

FIGURE 3:
Counselors report how much help they can give college-bound students.


Can meet the needs of "all" students who need help deciding whether to apply to vocational schools or colleges
17%
Can help "few" or "none" arrange interviews with college or vocational-school representatives
25%

Identifying vocational schools and colleges

Powerful evidence indicates that high-school graduates who do not continue their education are falling further and further behind their more-educated peers in job acquisition, salary levels and socio-economic opportunities. However, attending a vocational school or college does not, by itself, assure a common standard of success. Many students may mistakenly believe that postsecondary education is all the same and that it doesn't matter which technical school or college they attend—as long as they leave campus with certificate or degree in hand.

But they're wrong.

As discussed in Report 2 of this series ("The Future: How Do You Get There From Here?"), Indiana colleges, universities and vocational schools set different admis-

Thus, identifying and evaluating schools for possible enrollment—the fourth education "crossroad" that teens encounter—is an extremely important step. When students are shown the differences, they say they very much need help in making the decision.

Although virtually all counselors agree that providing assistance at this crossroad is a high priority, the amount of time they spend on the task is small. Only 17 percent say they are able to help all the students who need assistance in deciding whether to apply to vocational or college campuses (see Figure 3). And only 18 percent say they can help all the students who need assistance in planning how to pay for college or vocational training. A quarter of the counselors estimate that they meet

Where do counselors get the college-related information that they use to advise and share with students? Campus recruitment materials—often fancy marketing tools that provide breezy overviews—are an important resource for 76 percent of counselors surveyed. Nearly all schools report that they have current catalogs and admission data for Indiana public and private colleges, as well as for Hoosier business and vocational schools. Schools also have information about educational opportunities in the military. But only 63 percent have similar information about campuses across the country.

College recruiters are another viable source of information, but three-quarters of the counselors report they spend no more than 5 percent of their time meeting with these representatives. The reason may be linked to recruiters' schedules.

Campus personnel generally visit high schools in the fall when admission offices are eager to fill next year's class. Counselors are busy with school start-up duties and fall and early winter activities; they may not have time to meet with the many recruiters who come within a few months of each other. This concentrated schedule is also unrealistic for most juniors and some seniors who aren't ready to focus on post-graduation plans in early fall.

Some colleges—Indiana University Bloomington, Purdue University West Lafayette and several private schools—slate return visits in the spring, but they do so on a selective basis. Not every high school rates a follow-up call. Only Ivy Tech and the military make serious efforts to visit all schools during both fall and spring semesters.

Commercial books about technical schools and colleges are another source of information. They offer more objective information than school catalogs, but they leave counselors no better informed than parents who send for a catalog and visit local bookstores. Finally, information packets available through the Indiana College Placement and Assessment Center (ICPAC) offer excellent data; however, ICPAC's services may be among the state's best-kept secrets.

Finding and applying for financial aid

Families view the rising cost of education as the greatest barrier to career opportunities, as Report 4 ("Obstacle Course: Identifying Barriers to Higher Education") will point out. Many parents wrote poignantly on our survey about their fear of not being able to afford postsecondary education for their children.

Their concerns are well founded. Three-quarters of the counselors say families in their communities are less able to afford college in the 1990s than were families in 1980. In addition, almost a third of the counselors report that some low-income students have to enlist in the military to gain access to college. With the downsizing of the armed forces, this opportunity may not be readily available in the future.

No solution to the rising cost of education is in sight, either in Indiana or across the country. Consequently, promulgating information about scholarships and financial aid has become increasingly important. Schools vary widely in meeting this need.

Much information is as close as the local school counseling office but never reaches the families who need it most. Eighty percent of the counselors say they can help only some of their students understand how to fill out their financial aid applications. Even if they could redesign their jobs, 80 percent

say they would not allot more time to helping students decipher financial-aid forms. These duties belong to parents, they contend.

To their credit, most schools host programs to explain financial aid to parents and youth. For whatever reason, however, many families either don't know about the sessions or choose not to participate. Many students and parents do not take advantage of these opportunities. Only 20 percent of the schools report that half or more of the students or their families attend the programs.

Understanding the job market

Job-bound students—25 percent of Indiana's graduating seniors—receive the least amount of help as they prepare to take their places in the state's economy. Fewer than half the surveyed schools offer current information on the changing job market, regional employment, specific job openings and salaries.

These job-bound students also receive minimal school-based counseling and mentoring. Counselors in more than 60 percent of the surveyed schools estimate that job-bound students occupy only 5 percent of their career-counseling time. More than half the counselors say they can share information with "a few" about how to find a job; another 22 percent say they can help "some," and the final 24 percent say they can help "most or all" (see Figure 4). Counselors spend even less time assisting students with job applications.

Information for job-bound seniors is no more plentiful in the classroom than in the counseling office. Forty-six percent of the schools offer no courses in career decision-making, and 32 percent offer no career-interest or aptitude tests. What's more, area employers who might consider hiring these students maintain little connection with the schools.

The challenges facing job-bound students will be thoroughly examined in Report 5 of this series ("Going To Work: Weak Preparation, Little Help"). To say these youth are ignored or forgotten and allowed to slip through the cracks is no exaggeration. As Figure 5 indicates, students who seek employment after graduation may need the most help, but they get the least attention.

FIGURE 4:
Counselors report how many students they can help who need information about how to find a job.

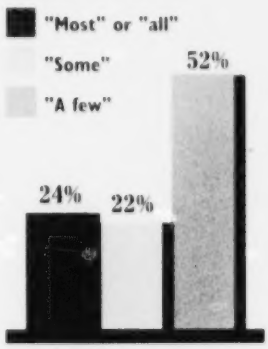
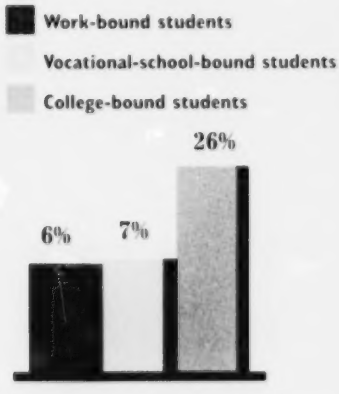


FIGURE 5:
Proportion of counselors who report seeing students five or more times during their junior and senior years.



Summary: Confusion at the crossroads

Most Hoosier families aren't getting the information and assistance they want and need at the six education crossroads. The reason? Few people are telling them these are the important crossroads. Neither are they explaining career paths, supplying roadmaps, offering directions, pointing out obstacles and preventing detours. The results are sobering: Teenagers are making choices that will affect—perhaps determine—the opportunities available to them for the rest of their lives. And they often base these choices on conjecture rather than on knowledge of requirements, parental advice, school assessments and recommendations, ability, or job-market projections.

False assumptions are common at the crossroads. Schools distribute information to students and assume that students share the information with families. They often don't. Parents visit school infrequently, and educators therefore assume families aren't interested in academic matters. They often are. Counselors assume certain career-related duties belong to families (pursuing financial aid, filling out job applications); parents assume these same duties are the schools' domain.

Priorities also influence the amount of time counselors devote to certain career-guidance tasks. "In your opinion, how important *to your school principal* are the following goals in judging the quality of the guidance program in your school?" we asked in our survey. In order of importance, 12th-grade counselors list the five duties as: working with parents to solve student problems, improving academic achievement, resolving personal problems, helping teachers understand students, and reducing dropout rates.

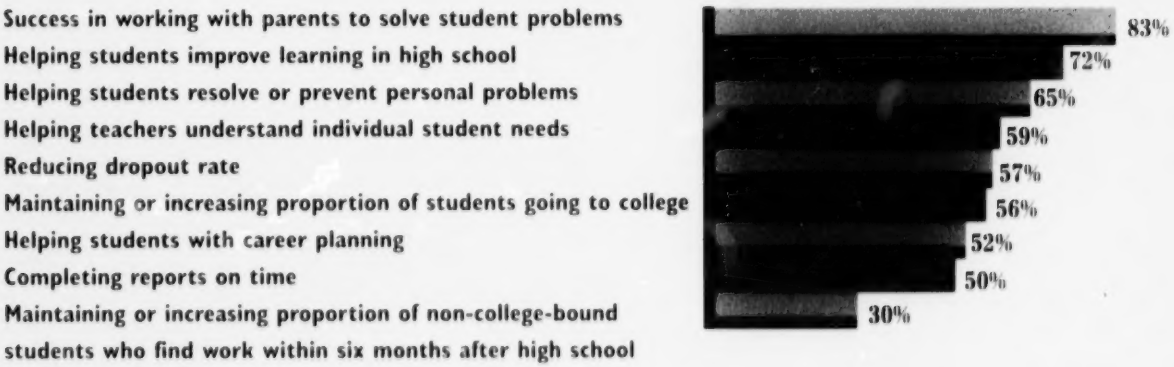
Half the counselors perceive that timely completion of reports is more important to their principals than is locating jobs for graduates. Only 52 percent of the counselors think their principals consider career planning an essential service, and only 30 percent say helping seniors find full-time jobs is very important to their building administrators (see Figure 6, p. 10).

Author's thoughts

As we visited each education crossroad, we were disappointed by much that we discovered. No standards govern what information schools circulate to families,

when and how it is released and to whom it is directed. Not only do practices vary from school to school, but from counselor to counselor, depending on priorities, perceptions, time and workload. The result is that students are served in an inconsistent and inequitable manner. College-bound students receive more attention than do vocational students, and job-bound seniors are all but ignored.

FIGURE 6:
What do counselors believe their school principals consider very important in guidance work?


Success in working with parents to solve student problems
83%
Helping students improve learning in high school
72%
Helping students resolve or prevent personal problems
65%
Helping teachers understand individual student needs
59%
Reducing dropout rate
57%
Maintaining or increasing proportion of students going to college
56%
Helping students with career planning
52%
Completing reports on time
50%
Maintaining or increasing proportion of non-college-bound students who find work within six months after high school
30%

We found little evidence of flexibility in the way schools put information into the hands of families. Yet what parents asked for was a variety of options: conferences in the early morning hours before work, during the day, after dinner on weeknights, through phone conferences and weekend appointments.

Additional approaches are needed. For example, schools might coordinate multiple and nontraditional ways of distributing information: in booklets, on video, at large-group meetings and in one-on-one conference settings that allow information to be tailored specifically to individual families.

The time to launch these and other changes is back at the beginning, before the first crossroad, perhaps as early as the sixth grade. That is when families need to be informed about each academic program and where it leads. To meet these information needs properly, schools and families first must recognize the shortage of information and the costs of not providing it. They must then commit themselves to correcting these problems. Just as Indiana schools, students, parents, colleges and businesses share responsibility for the informa-

tion gap, so do they share responsibility for bridging it. All of them must work together to provide valuable information and then to use it.

Everyone has a role in the education of Indiana youth. Everyone has a stake in the outcome.

—by Faith G. Paul, Ph.D.,
Public Policy Research Consortium

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three sub-regions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

In the first stage of the sample, schools were selected. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders. Parents of these students and the counselors in their schools also were surveyed.

For further details, see "Technical Appendix," ix. available from the Indiana Youth Institute.

Indiana Youth Institute, 333 North Alabama Street, Suite 200, Indianapolis, Indiana 46204

Sizing up the job market

What job categories are expanding in Indiana? High-school seniors and their parents were shown a list of a dozen employment areas and asked to assess whether each is "growing," "stable" or "shrinking." Most seniors correctly recognized professional/high-technology, business owners and managers, and health-care fields as "growing." They were right in labeling farming as a "shrinking" opportunity, and they were correct in categorizing jobs as factory supervisors as "stable." The *High Hopes, Long Odds* findings reveal, however, that most Hoosier students and parents incorrectly assessed the opportunities in more than half the career fields.

In the accompanying chart, all listed categories are "growing," except the household help category, which is "shrinking."

Seniors and parents estimate job growth

	Growing	Stable	Shrinking	Don't Know
Factory labor				
Students	11%	38%	37%	14%
Parents	8	24	64	3
Clerical				
Students	16%	50%	7%	27%
Parents	15	68	8	9
Sales				
Students	34%	42%	9%	15%
Parents	24	52	15	8
Craftsmen				
Students	10%	40%	27%	24%
Parents	15	50	21	14
Service				
Students	26%	44%	8%	22%
Parents	36	45	8	11
Heavy-equipment operators				
Students	17%	43%	15%	25%
Parents	12	47	23	18
Household help (housekeeper, maid, etc.)				
Students	12%	33%	36%	20%
Parents	11	53	21	15

Note: In the final category—household help—it is expected that private household services will decline by 18 percent between 1984 and 1995.

Sources: Indiana Business Research Center, Indiana University; Labor Market Information, Indiana Department of Workforce Development; U.S. Census Bureau; *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics.

Quiz: The state of the state's economy

Framers of Indiana's new strategic economic plan say that Hoosiers must be aware of the state's economic position if they hope to compete successfully in a global marketplace. How much do you know about the state's economy? Test yourself on information recently compiled by the Indiana Economic Development Council, the state's "think tank" on economic development. Answer each question with ***True*** or ***False***.

1. Hoosier incomes exceed the national average.

   False. Earnings per capita are about 93 percent of the national average.

2. The poverty rate for Indiana is growing.

   True. From 1980 to 1992, Hoosiers falling below the poverty line grew from 9 percent to 15.7 percent, and the gap between rich and poor widened.

3. Educational attainment (college-completion rate) of the adult workforce in Indiana ranks in the upper half among the 50 states.

   False. The Hoosier workforce ranks in the bottom five of the 50 states.

4. Between 1988 and 1992, about 900 Indiana firms added jobs and increased wages per employee.

   True, and most of the 900 firms were in the manufacturing category.

5. Although some jobs have been lost during recent recessions, new jobs have replaced them.

   True, but Hoosiers are returning to work for wages lower than they earned before the recession. The average wage difference between jobs lost and those replacing them is $9,250.

6. Almost half of Hoosiers work for companies with fewer than 500 employees.

   True. Small firms are growing and large firms are downsizing.

7. Indiana offers better-than-average opportunity for female-owned businesses.

   True. Women own 30.5 percent of Indiana's total businesses. The national average is 29 percent.

8. Hoosier exports are on the increase.

   True. Between 1989 and 1991, exports increased by 19 percent. Growth in Indiana exports, however, is not as high as that of other states.

9. Unemployment in Indiana is higher in 1993 during the "recovery" than it was during the 1990-91 recession.

   True. Economists believe this rise in unemployment is another indication that the economy in Indiana is experiencing more than business-cycle influences.

10. Hoosier steel and auto production is higher than it was 10 years ago.

    True. Growth also is seen in health-related products and services, environmental technology and telecommunications.

Source: Based on a draft of Indiana's Strategic Economic Plan. Final version of the plan will be available in early 1994.

BEST COPY AVAILABLE

Students estimate income

High-school students contemplating various career opportunites need to know the earning potential of each job category. To determine if Hoosier seniors have correct information regarding wages in Indiana, *High Hopes, Long Odds* asked them what kind of work they expect to be doing when they are 30 years old. Then they were asked: "How much money do you think the average person earns per year at that job?" (An asterisk indicates the accurate salary range for that job category within Indiana.)

Career category earnings

	Below 10,000	$10,00-24,999	$25,000-$39,999	$40,000-$54,999	Over $55,000	Don't Know
Clerical	8%	*26%	53%	1%	0%	12%
Craftsman	8	*16	*17	35	4	21
Farmer	0	*1	93	0	5	1
Laborer	21	*11	32	29	2	6
Manager	1	*8	*47	*30	7	8
Military	0	*8	32	13	14	34
Operative	3	*37	*48	1	5	6
Professional I	1	*19	*40	13	5	22
Professional II	0	5	*20	*27	*38	10
Sales	0	*29	*30	11	12	18
Service	*11	*34	32	1	1	21
Teacher	6	*37	*50	1	1	5
Technical	3	*16	*43	15	11	12

Note: The salary ranges are broad because each category includes many types of jobs. For example, an "Operative" might be a bus driver, a meatcutter, a welder; "Professional I" could be an artist, nurse, social worker; "Professional II" includes physicians, lawyers, scientists. Numbers have been rounded.

Sources: Indiana Department of Workforce Development, Labor Market Information; *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics; *Almanac of the 50 States, 1993*; Indiana Business Research Center, Indiana University; *Statistical Abstract of the U.S.*, U.S. Department of Commerce, Bureau of the Census.

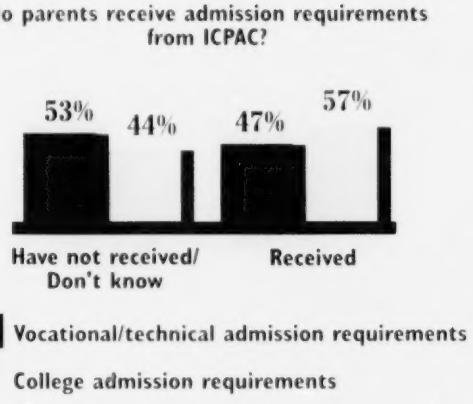
Help at the crossroads

Information that families want and need at the six education "crossroads" may be just a phone call away. A toll-free, 24-hour information hotline is one of several services offered by the Indiana College Placement and Assessment Center (ICPAC), based at Bloomington and funded by state government.

Launched in 1986 by the Indiana General Assembly, ICPAC helps Hoosiers plan for the future by distributing information on careers and employment trends, postsecondary schools and programs, academic majors and fields of study, financial aid, college admission tests, recommended high-school courses, and more.

Use of ICPAC services continues to increase—almost 260,000 families received materials during the 1991-92 school year, and more than 30,000 persons called the hotline—but many state residents say they are either unaware of ICPAC resources or indicate they have not received help from them.

High Hopes, Long Odds researchers asked surveyed 10th-graders: "Up to now, how much help have you received from ICPAC in planning for your educational and career goals?" Twelve percent said ICPAC was "a lot of help;" 36 percent indicated the service was of "some help," and 52 percent replied it was "no help." Parents of seniors were asked if they had received admission requirements from ICPAC. Their answers are listed in the following chart.



Note: ICPAC is located at 2805 E. 10th Street, Bloomington, IN 47408-6263; the Hotline number is 1-800-992-2076/TDD 1-800-225-8980.

HIGH HOPES

LONG ODDS

High Hopes, Long Odds!

Materials for Pocket 4

"For whatever reason, too many teenagers who plan to continue their education after high-school graduation never make it to a campus. At some point, students' high hopes—documented in Report I, diminish, their dreams fail to materialize, and their goals are unattained."

- Gary Orfield

Dear Colleague:

I know you will find the information contained in this report of special interest. It gives insight to some of the reasons that Indiana ranks so low in the number of adults who have four or more years of college. Obstacles, whether perceived or real, prevent many teenagers from entering the doors of higher education. Barriers cited in this report include:

- unreal estimates of the cost of college,
- the lack of adequate finances,
- poor study habits/skills,
- inadequate information and guidance about financial aid, and
- poor school preparation.

It is not surprising that students whose parents attended college and have higher incomes possess the information they need and are on the right track for college. Students from less educated and lower income families are in the greatest need of additional guidance and support to reach their career goals. This disparity in help available at home poses questions that must be addressed by schools and local communities.

- What role can communities play in helping parents and students understand and complete financial aid forms?
- What can educators do about students' widespread lack of confidence in their study skills?
- What role should agencies and organizations that work with low income families play in helping them find needed information?
- What are the most effective ways for schools to deliver college information to parents and students?

We thought you might want to know more about the information that is currently availabe to parents and students. Included in the Indiana Youth Institute Resource Notes is information about ICPAC—Indiana College Placement and Assessment Center—as well as other sources of information on postsecondary education. Also included are summaries of other studies of this topic.

Pat Turner-Smith

Patricia Turner-Smith
Executive Director
Indiana Youth Institute

The Indiana Youth Institute
working with adults
who care about youth

333 North Alabama • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222 • (800) 343-7060 • FAX (317) 685-2264

Indiana Youth Institute Resource Notes

For the nation and for Indiana, much of the current emphasis on work force development is driven by concerns about continued economic prosperity. Economic motives are important to Indiana students as well. Most young people define future success as being able to afford an affluent lifestyle. At this point in their lives, many seem more concerned with having "a good job" than entering a particular occupation. They see the professions as "good jobs" because of the lifestyle they can support. Students' tendency to focus on lifestyle ends—the dream—complicates the career planning process that asks them to take concrete steps toward a particular goal. As *High Hopes, Long Odds* points out, they must both dream *and* plan.

As Report 4 shows, many Indiana students and their families see a number of obstacles on the path to achieving the American dream. Hoosiers do have several resources available to help them plan for the future, however. One of the most comprehensive is ICPAC—the Indiana College Placement and Assessment Center. Each year, ICPAC asks students and parents to complete surveys related to postsecondary educational planning. About 20% of those receiving the questionnaires respond. Here, we report information from student and parent surveys of 1989-90. The ICPAC research[1] provides additional insights related to findings reported in *High Hopes, Long Odds*.

ICPAC student surveys

More than 16,000 ninth-graders responded to one ICPAC survey. Only about one in fifteen students reported *not* thinking much about their educational plans after high school. Almost half (46%) were already thinking "a great deal" about such plans. For two-thirds of these freshmen, however, the most important reason for wanting to attend a postsecondary institution was "to get a good paying job." "To learn new things" ran a distant second (23%) as a reason for acquiring more education. Consistent with findings from many national surveys,[2] the Hoosier students were more likely to talk with their parents or guardians (63%) about post-high-school plans, than any other group. Only 21% said that they talked most with friends about their plans, and even fewer (5%) talked most with guidance counselors. Thus, regardless of their feelings of inadequacy in this area, Hoosier parents have an extremely important role to play in helping their youngsters find a realistic path to a career.

Three-quarters of the eleventh-graders responding to another ICPAC survey said they expected to achieve baccalaureate degrees; more than one-third expected to go on to complete post-graduate studies. Economic motivations were strong among this group also. Both eleventh-grade students and their parents were asked to indicate the importance of several career and lifestyle goals (Table 1).

Table 1. Percentage of eleventh-graders and their parents agreeing* with the statement:

It is important for me to	Students Who Agree	Parents Who Agree
have a high status job (doctor, lawyer, etc.)	56	41
earn lots of money	75	57
have an 8 to 5 job that would not require taking work home	33	34
be a manager or boss of other people	38	35
have a secure, steady job	94	93
have a job that permits me to live near my parents and other family members	33	39
have a job that does not interfere with my family life	68	72
have a job that requires me to continually go to school to upgrade my skills	33	41

*Both "agree" and "strongly agree" responses are included in the percentages.

Source: ICPAC Student and Parent Surveys, 1989-90.

Money and status were important to more of the students than to their parents; family-related concerns were slightly more likely to be important to parents. In other areas, the two sets of responses were very similar. Parents were asked about the importance of one additional goal: that their son or daughter "do something that will make him/her happy." Nearly nine in ten parents (88%) *strongly* agreed that this was important.

Other study findings

The ICPAC study found parental encouragement to be the best predictor of students' postsecondary educational plans. Student aspirations rose with increased parental encouragement. This relationship between aspirations and parental encouragement was true regardless of levels of parental education or income. Student grades were also related to intent to pursue postsecondary education, and there were gender differences as well. Female students had higher educational aspirations than males; females' aspirations were influenced by the extent to which they discussed their postsecondary plans with friends, family members, high school teachers, and/or counselors. Choice of college, however, was most likely to be based on the college's perceived academic quality, although geographical nearness to home was also an important factor.

As was true for students and parents responding to the *High Hopes, Long Odds* surveys, financing college was a major concern to the families responding to the ICPAC survey. Only one in ten ninth-graders expected to be able to pay all expenses with help from parents or guardians or from their own savings and earnings. Twenty-one percent said that they would need maximum financial assistance to cover educational costs. Concern about financing college is reflected in another ICPAC statistic. ICPAC offers to send additional information to those who request it. Financial aid (77%) outdistanced even admissions requirements (75%) as the area parents wanted to know more about.

Decision points

In the ICPAC research, about half of all students reported first thinking about going to a college or vocational school at one of the early "decision points" identified in *High Hopes, Long Odds* Report 3—in the eighth or ninth grade. Nearly a fourth (22%) had begun to think about postsecondary education even before the eighth grade. Even so, ICPAC found, six in ten students had not yet applied to a college, university, or vocational school by December of their senior year—a date already past deadlines for some institutions.

Additional ICPAC study findings underscore the importance of another decision point distinguished by *High Hopes, Long Odds*: developing a plan for selecting courses. The ICPAC study discovered that a number of students who had been undecided about college in ninth grade or were "changers" who later wanted to go on to school, felt uncertain that they would be accepted because they had not taken the right courses. Typically, these young people attributed their earlier course-selection decisions to the advice of guidance counselors in grades 8 and 9.[3]

Educational attainment and economic well-being

The 1990 U.S. Census confirmed once more the strong link between a family's income and the educational attainment of the breadwinners. The census also showed that the educational attainment of its citizens had a stronger impact on a state's income level than any other factor.[4] Education and economic well-being go hand-in-hand. Between 1970 and 1990 the number of Hoosiers completing college nearly doubled, but Indiana still has cause for concern. The 1990 Census found that although more than three in four Hoosier adults ages 25 and older had completed high school, only 15.6% had completed a B.A. or higher degree. Nationally, 20.3% had earned B.A. or higher degrees. Indiana ranked 46th among the 50 states and the District of Columbia in educational attainment.

High Hopes, Long Odds found that college-educated parents were able to lower many of the obstacles standing in the paths of their children. Most young Hoosiers do not have such help available. As high school students, Indiana's young people describe hopes that are as high as those of students anywhere in the nation. Somewhere, the census data suggest, long odds overcome them. It is vital that Indiana's schools, families, and communities work together to provide the support that will improve those odds.

About the Indiana Youth Institute

We believe that the state of Indiana can and should become a state that genuinely cares about its young people and that its national reputation should reflect that concern and commitment.

To enhance that commitment, the Indiana Youth Institute works with adults who care about youth.

- IYI advocates for better services for Indiana's young people, both directly and in collaboration with others.
- IYI develops strategies to increase youth-serving professionals' knowledge, caring, and competence.
- IYI cultivates and supports innovative projects that hold promise for improving the lives of Indiana's young people.

We believe that the key to the success of young people is in the hands of the adults who care about them.

IYI is an intermediary agency that supports youth development professionals and decision makers with advocacy, research, and training.

The Resource Center

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people

Subscriptions Available

A limited number of subscriptions to *High Hopes, Long Odds* are available for those who could not be included on our complimentary list. Send a subscription to a favorite educator, your local principal, the head of your PTA, your local library, the employee assistance director at work, or your friends with school-age children.

Send check or purchase order to IYI today to receive all eight chapters, bulletins, and IYI Resource Notes for only $37.50 (postage included).

Hours: 8:30 am - 5 pm M - F
(317) 634-4222 1-800-343-7060

Notes

[1] Scott Gillie, *Indiana College Placement and Assessment Center, 1990 Annual Report* (Bloomington, IN: ICPAC, 1990).

[2] For example, the National Center for Education Statistics Longitudinal Study of high school seniors begun in 1972 and the High School & Beyond Study of sophomores and seniors begun in 1980.

[3] Scott Gillie, *ICPAC 1990 Annual Report*. In another study conducted in 1989 by the Indiana Youth Institute, 37% of the 1,560 Hoosier high school students responding thought that not taking the right high-school courses would be a barrier to having the career they wanted at age 30. J. Erickson, *Indiana Youth Poll: Youths' Views of Life Beyond High School* (Indianapolis: Indiana Youth Institute, 1992), p. 32.

[4] U.S. Bureau of the Census Press Release, "Education has More Positive Effect than Other Factors on Income Distribution, Census Bureau Researchers Find" (Washington, DC: Economics and Statistics Administration, Bureau of the Census, U.S. Department of Commerce, October 1992).

Resources

Indiana College Placement and Assessment Center
2805 East Tenth Street
Bloomington, IN 47405
(812) 855-8475
(800) 992-2076 (24-hour hotline)

ICPAC offers several databases to help students, parents, and guidance counselors learn more about higher education opportunities, financial aid, improving study skills, and career options. These databases include an occupational interest inventory, data from surveys of Indiana secondary students and their parents, and the on-line Postsecondary Linkage and Assessment Network (PLAN) that connects ICPAC with university admissions offices and high-school guidance offices.

Indiana Youth Institute, *A Guide to Resources on the School-to-Work Transition: Facts, People, Programs, and Information Sources* (Indianapolis: Indiana Youth Institute, 1992).

As the title indicates, this is a comprehensive listing of resources related to the school-to-work transition. It is available upon request.

4

HIGH HOPES

LONG ODDS

OBSTACLE COURSE:

Identifying Barriers to Higher Education.

Money matters

Not knowing how to study, not enrolling in the right courses, lacking motivation—Indiana's high-school seniors cite "all the above" as obstacles to achieving their goals. But, for seniors who want to go to college, what matters most is money.

Three-fourths of 12th-graders say college is an important step toward achieving their career goals, yet many fear they can't afford higher education. Almost 25 percent of the 12th-graders who participated in the *High Hopes, Long Odds* survey cite money—or the lack of it—as a major obstacle in their path to and through college. An additional 35 percent of the students identify it as a minor obstacle.

And their parents agree with them.

Families base their concerns on a variety of factors, some real, some imagined: Their efforts to tuck away adequate funds for college have fallen short; some don't know how to apply for financial aid; others assume they don't qualify for such assistance; many overestimate the cost of college, sometimes guessing that tuition, fees and books tally almost three times the actual amounts charged at Indiana's public and private universities. Some simply lack the money to pay the rising costs, and financial aid is not sufficient.

Indiana currently ranks 45th among states in the percentage of adults ages 25 years and older who have four or more years of college. This poor showing can be attributed in part to an economy that at one time had well-paying jobs for high-school graduates, but those jobs are rapidly vanishing. If today's students do not have money for college, their high hopes—documented in Report 1 of this series—fade, their dreams fail to materialize, and their goals go unattained.

Lack of money is one cause. But there are many others.

Surveying the obstacle course

In this report we look at an important set of real and perceived barriers to higher education in Indiana. We then pose questions about possible ways to overcome these barriers.

To help us identify the major obstacles, we asked high-school seniors to share their thoughts on 21 potential barriers to the achievement of their college goals. Specifically, how formidable are these barriers in their paths from high school to their future? Would they categorize each obstacle as "major," "minor," or "not an obstacle"?

Figure 1 is a compilation of what they told us.

Several of the barriers listed in the left-hand column in Figure 1 are either the focus of previous reports in this series, or they are topics of future reports. For example, the value of choosing a college-prep program in high school is explained in Report 2; the importance of enrolling in certain classes and taking college-placement tests is detailed in Report 3; the outlook for work-bound high-school graduates will be discussed in Report 5; the role of guidance counselors in helping students avoid barriers will be explored in Report 6, and obstacles linked to race and gender will be examined in Report 7. For this report, we will concentrate on obstacles related to:

- Money issues—college costs, savings efforts, financial aid.
- Family issues—parents' education and income levels.
- Student issues—ability, habits, traits.

FIGURE 1:
Seniors' perceptions of obstacles to their futures*

	Major Obstacle	Minor Obstacle	Not An Obstacle
Lack of money	24%	35%	41%
Poor study habits/skills	22	47	32
Poor school preparation	14	37	49
Lack certain courses	14	26	60
Lack college-prep program	14	27	59
Lack college placement tests	13	28	59
Lack self-confidence	13	40	48
Lack motivation	13	35	52
Lack vocational program	9	23	68
Lack parental support	8	16	76
After-school work	8	25	67
Lack of direction/goals	8	23	69
Lack of ability	8	24	68
Too much social life	8	42	51
Lack of interest in college	8	19	73
Drugs, gangs, disruption	8	8	85
Influence of friends	6	23	71
No quiet at home	6	21	73
TV/video games	6	18	77
Sports/activities	5	24	72
Prejudice at school	4	16	80

*Percentages shown in this table have been rounded; thus, some entries total slightly more than 100 percent.

Money issues: Putting a price tag on opportunity

Three out of five students surveyed describe the lack of money as either a major or minor barrier to the achievement of their career goals. Our findings show that concern about the escalation of college costs is shared by Hoosiers regardless of age, race, gender, geographic location, or (in the case of students) academic ability.

Money obstacles fall into two categories—those that are real and those that people only think are real. It is a fact that college attendance is expensive. Tuition and fees at Indiana's four-year colleges increased at a faster rate than family income increased between 1979 and 1993. Costs soared 207 percent at Purdue, 259 percent at IU Bloomington, 209 percent at regional public universities, and 249 percent at leading private campuses. In contrast, the

median household income in the United States between 1977 and 1990 increased 106 percent.

As bad as this news is, our study indicates that many Indiana families believe expenses to be even higher than they are. Thus, for some Hoosiers, the money barrier is perceived to be even greater than it is.

We asked seniors to estimate the annual cost of tuition, fees and books at a variety of schools across the state. The correct answers to this question, at the time the students were asked, ranged from $2,100 to $2,500 for regional public campuses; $1,200 to $1,500 for public vocational-technical schools; $2,500 to $3,000 for Purdue University West Lafayette and Indiana University Bloomington, and $10,000 or more for private colleges such as DePauw University and Earlham College.

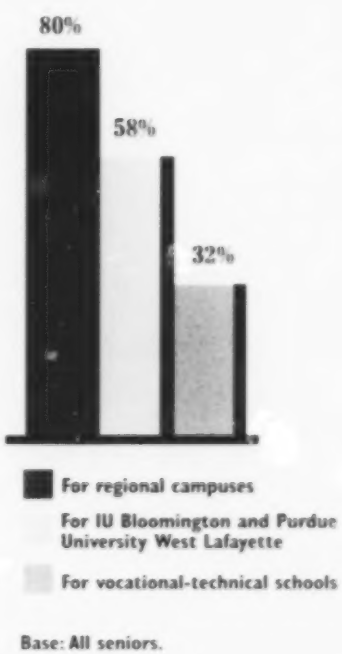
As Figure 2 shows, 80 percent of the students surveyed overestimate the cost of regional colleges; 32 percent overestimate the cost of vocational-technical schools, and 58 percent overestimate the cost of IU Bloomington and Purdue West Lafayette (14 percent of the students perceive costs at IU and Purdue to be nearly triple the actual amounts). It is interesting, however, that 50 percent of the students *underestimate* costs at private campuses.

Parents, too, operate under faulty assumptions. About half substantially overestimate the cost of IU and Purdue, and an even larger number overestimate the cost of regional colleges. The fallout from these misconceptions is not surprising: Other research data show that youth who overestimate the costs of college are less likely to enroll as full-time students than their peers who have accurate information.

Saving strategies

Whether they are operating with realistic or inflated cost estimates, many parents of 12th-graders who are bound for further education say that they are using a combination of

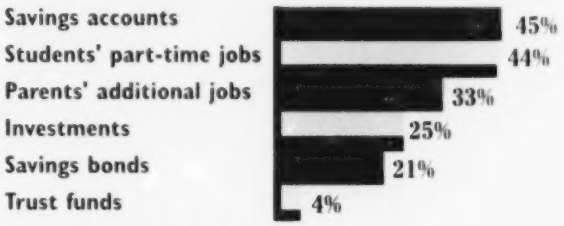
FIGURE 1:
Seniors who overestimate college costs



Base: All seniors.

methods to help pay for college. Forty-five percent say they have savings accounts; 33 percent are taking on new or additional jobs; 25 percent cite investments; 21 percent have savings bonds, and 4 percent have trust funds (see Figure 3). Unfortunately, almost 38 percent of all families surveyed have been unable to save anything for college. In families without savings, a significantly higher proportion of the students have no plans for further education.

FIGURE 3:
Seniors' parents describe how families prepare financially for college costs.



Base: Parents of all college and vocational-school-bound seniors.

Parents who are saving for their children's postsecondary education serve as role models. Students are almost four times as likely to save for college if their parents, too, are building an education fund. Families who have put aside more than $1,000 have teens significantly more optimistic about education after high school.

Forty-four percent of the parents surveyed say their children have part-time jobs to help pay future college expenses. Close to a third of surveyed students report working from 10 to 20 hours a week, and another third of the state's youth say they work more than 20 hours a week. As important as students' financial contributions can be, studies show that a demanding after-school work schedule (more than 15 hours a week) tends to diminish high-school academic achievement. Low grades translate into low class rankings, which can limit the number of schools that will admit the students or can limit the level of success the students will achieve in the college classroom.

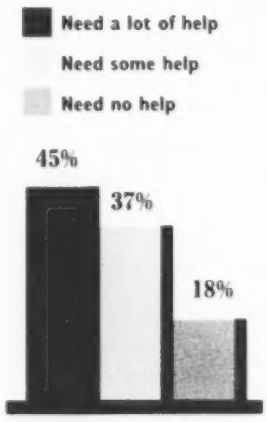
Another issue figures into the mix. Indiana students give a very high priority to owning cars–40 percent say a car is "very important;" only 20 percent say it is "not important"—and excessive working to support a car may detract from both high-school achievement and savings for college.

When savings aren't enough

In spite of their efforts to set aside funds for college, many families still need outside assistance. Concerns about money typically spark interest in how to find and how to apply for financial aid, which is a relatively complex process. Forty-five percent of surveyed seniors say they need "a lot of help" in applying for assistance, 37 percent think they need "some help," and only 18 percent say they need "no help" (see Figure 4).

Of the students reporting a need for help in obtaining aid, 78 percent say they plan to apply for funding, and only 7 percent say

FIGURE 4:
Seniors who need help applying for financial aid.



Base: All seniors.

they don't know.

Unfortunately, students from the neediest families are more likely than those from middle-income families to say they definitely will not apply for aid.

A clear indication of the importance of financial aid is the frequency with which students without immediate college plans mention money as the reason. Of those not planning to attend college directly after high school, 31 percent say that it is "very important" for them to take time after high school to work and save money for additional schooling. Thirty-nine percent of Indiana seniors not planning to go to college say their inability to afford more education is a "very important" barrier, and another 32 percent say it is "somewhat important."

Family issues: Effects of parents' education, income

Our findings show that parents' educational level affects the way students and parents perceive obstacles to college. Parents are important sources of information about education and career options, and their educational experiences not only influence the expectations they have for their children but also the information they can provide their teenagers. Parents who have attended college have a higher proportion of their teens going on to college and are better able to help with the paperwork to gain access to college—financial-aid forms, college applications, admission tests—each of which is complex and difficult to understand.

Students with college-educated parents expect fewer obstacles. For example, the more education a parent has, the less likely the student is to experience pitfalls such as "not having taken a college-prep program," "not having taken the right courses," and "not having taken the right tests." Knowledge of these potential obstacles, perhaps imparted by parents, helps students avoid them.

In families where a parent has received at least an associate degree, the student is less likely to see money as a decisive barrier to his or her further education, partly because college-educated parents often have higher incomes. Students whose parents are without college degrees are three times as likely to report money as a major obstacle, whereas more than half of those students whose parents have degrees see no financial obstacles to their plans.

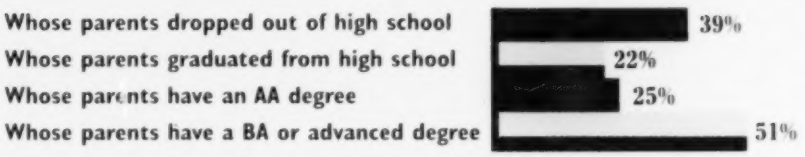
A parent with at least an associate degree is approximately six times as likely as a parent without a high-school diploma to have started a savings account to pay college costs, and more than one-and-a-half times as likely to have done so than a

parent with a high-school diploma. Among seniors planning for postsecondary education, the children of college graduates are eight times as likely to be saving for further education as the children of high-school dropouts. More than a third of parents with college degrees invest in stocks or real estate to pay educational costs, versus less than a fifth of those with high-school diplomas. Of those parents without high-school diplomas, none report similar investments.

One of the distressing findings on financial-aid planning is that the students whose parents are not high-school graduates are less likely than those whose parents have completed high school to use the federal-loan program to pay educational expenses. Thirty-two percent of students whose parents dropped out of high school plan not to borrow money, compared with only 22 percent of children of high-school graduates and 25 percent of children of parents with associate degrees. Seniors whose parents are not planning to apply for federal loans generally have made other arrangements to help pay for their children's higher education (see Figure 5).

This lack of plans to borrow money may be because of fears about qualifying for loans, the complexity of filling out forms, or concern about being able to repay the money. Family income also is a factor. Among families of students planning further education, those earning more than $50,000 are eight times as likely as those earning less than $20,000 to have savings accounts earmarked for college. Family income is strongly related to the likelihood that a student will claim "lack of money" as a major obstacle to college enrollment. Almost 35 percent of all students from families earning less than $35,000 report money as an obstacle. Only 14 percent of those from families earning $35,000 to $49,999, and 12 percent of those from families earning more than $50,000 say money is an obstacle (see Figure 6). Not surprising, students from needy families (less than $10,000 annual income) are almost three times as likely to see cost as a major barrier as those from families making more than $35,000.

FIGURE 5:
Seniors who plan not to use federal college loans.



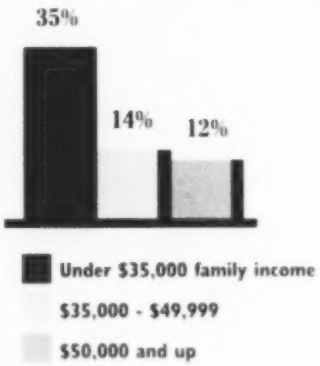
Base: Seniors going on to higher education.

Students from families with education and money seem to be on a clear path toward college. If higher education is not to perpetuate inequalities, it is very important that other students see a clear path to their dreams.

Student issues: The obstacles within

Two of the striking aspects of the way Hoosiers view obstacles to higher education are their tendency to be self-critical and their reluctance to blame some widely discussed outside forces. Students and parents are

FIGURE 6:
Seniors who see lack of money as a major obstacle to college



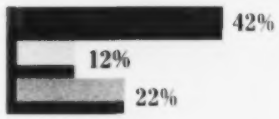
Base: All seniors.

quick to recognize a variety of "internal" shortcomings such as a lack of student study skills, attitudes and academic ability. They are more reluctant to point to "external" factors such as discrimination, the negative influence of out-of-school friends, and distractions at home.

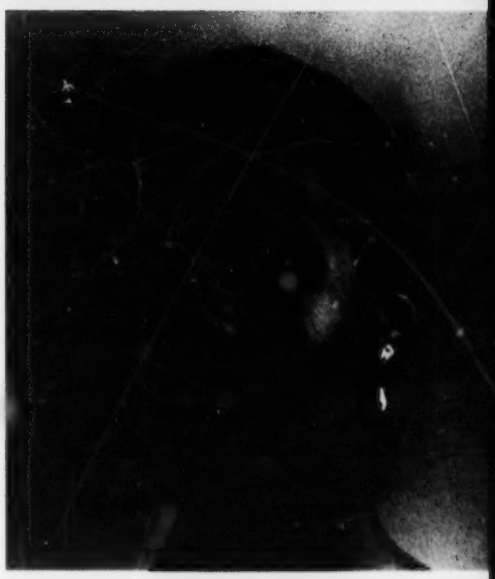
The most common personal obstacle that 12th-graders cite is their failure to have learned how to study. Twenty-two percent expect their lack of study skills to be a major barrier to their college plans, and 47 percent see it as a minor barrier. Students who earn A-B grades are far less concerned about study habits than students receiving lower grades. Only 12 percent of the A-B students see study habits as a serious obstacle, compared with 42 percent of those earning grades of C or lower (see Figure 7). Parents share their children's concerns about study habits: More than half of parents surveyed fear that the lack of these skills will be an obstacle to their teens' education goals. Key study skills may include discipline in completing homework, ability to use reference sources, and effectively writing and presenting information. It may be that schools are concentrating on individual courses without ensuring instruction in some needed general skills.

In an area related to study skills, students who report grades in the A-B range are the least likely to worry that their academic ability is a serious barrier to college. However, many students with weak grades also do not see ability as an obstacle. Almost two-thirds of students with grades in the C-D range say their academic ability is not a problem. Clearly, these students do not equate their grades with their ability but with their study skills and work habits. Nor do they realize the importance of their high-school record as an indication of ability.

FIGURE 7:
Who sees lack of study skills as a major barrier to college?



Students with low grades, however, are more than twice as likely as students with high grades to see a lack of motivation as a severe obstacle. Fifteen percent of those with the lowest grades compared with 4 percent of those with the highest grades say they are simply "not interested" in education after high school.



Summary: Sorting fact from fiction

Education leaders traditionally focus on the need to raise students' aspirations about the future, expand their horizons, and instill the idea that anything is possible. However, our findings reveal that a lack of hope is not an obstacle to most Hoosier teens. They suffer no shortage of dreams. To the contrary, they harbor great expectations for their future, and the majority intend to enroll in college to properly prepare for the professional careers they envision. If anything, Indiana parents and students are overly optimistic that "things will work out" when it comes to college, in spite of

numerous obstacles—real and imagined—in their path.

But statistics tell a different story. Things often *don't* work out. When dreams fail to come true for a large number of youth, it is important to find out what has gone wrong and how the situation can be corrected.

Lack of money is by far the greatest barrier perceived by surveyed students who hope to continue their education after high school. College costs have risen rapidly since the 1980s, and the majority of American youth fear they cannot go to school without assistance. Unfortunately, financial assistance has failed to keep pace with costs in the 1980s and 1990s. The total assistance in 1990 averaged only about $211 per full-time-equivalent student.

Our research confirms that many Indiana households have not been able to save what they think is needed for college; consequently, parents and students are worried about meeting the expenses. Other obstacles compound the lack-of-money issue: inflated estimates of college costs, ignorance of the financial-aid system, insecurity about study skills. These barriers, especially when encountered by families without strong college traditions, often become insurmountable.

Author's thoughts

Throughout this series of reports, we've frequently described a student's journey from high school to college as a series of choices. In the ideal journey, the youth aspires to a certain career and, depending on the nature of the career, chooses a course of study in high school, plans further education or experiences beyond high school, and determines the amount of training to pursue. Although these choices seem clear to some students, our findings indicate that for many families—particularly those whose adults have less education—the "choices" are not choices, but unknown and missed opportunities.

Real choice requires knowledge that a choice exists, awareness of the alternatives, and information to make a rational decision. If a family believes that expenses related to a college education are two or three times greater than they are, the financial barrier that the family faces is two or three times higher than it needs to be. Those who greatly overestimate costs may be more likely to give up the hope of enrolling in college.

Parents with a higher-education experience themselves usually have higher incomes and more capital to support college costs and repay college loans. They are likely to be more familiar with the actual expenses of higher education and with ways of obtaining financial assistance. In other words, when parents have college training, many forces work together to bring down the barriers their children face.

But what about students who lack these advantages? To decide that a youth will pursue higher education, families without substantial savings or high income or college experience must conclude that there is a way to pay what they believe college will cost. They need to understand that much aid is need-based and is not reserved for the students with the highest grades. To the extent that the aid comes in the form of loans, which have become the dominant part of federal financial aid, families must decide that it is worth taking on the debt and then learn how to obtain the loans. They must also be able to meet the difference between the financial aid they receive and the cost of education, for there is a portion that must be borne, in most instances, by parents.

Information is a problem.

This study does not examine how many families and students could not afford a given college, even if they received available aid. National research, however, shows that an inability to pay even partial college expenses is a substantial and growing problem as costs soar. It needs to be fully examined in Indiana.

Students with less-educated and lower-income parents are among those youth most in need of outside, accurate information about educational options and ways to reach their career goals. Our survey shows that, without special intervention, these students will tend to be unprepared for the higher education that their parents missed and are more likely to overlook key steps in the process of preparation and application.

If Indiana students lower their education sights and turn away from their dreams simply because of money, or worse yet, because they don't know how to find out about costs or how to apply for and obtain financial aid, the belief in equal opportunity will erode, and the state will have to continue to compete in a world-wide economy with a less-educated workforce than that of most other states.

To avoid these outcomes, school and public policymakers need to address basic questions:

- What is the cost of higher education in relation to income, and what effect is this cost having on different income groups in the state?
- Do more resources need to be allocated both for financial aid and for educating people to understand real costs and how to obtain assistance?
- How can schools and agencies redesign their systems of delivering college-related information to parents and students and be given the resources to make needed changes?
- What kinds of key study skills are lacking, and how can they be addressed as a major educational issue?

Each concern should stimulate serious discussion of ways in which schools, colleges, the media, various community organizations, experts, and state government can deliver to students the information and help they need to surmount the barriers that limit their futures.

—by Gary Orfield, Professor, Graduate School of Education, Harvard University

Editor's Note: In "Money, Equity, and College Access," an article published in the *Harvard Educational Review* (Vol. 62, No. 3, Fall 1992), Professor Orfield explores the nature of the relationship between money and access to college, particularly for minority and economically disadvantaged students. Copies of the article are available upon request to the Indiana Youth Institute.

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three sub-regions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

In the first stage of the sample, schools were selected. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders. Parents of these students and the counselors in their schools also were surveyed.

For further details, see "Technical Appendix," ix, available from the Indiana Youth Institute.

Indiana Youth Institute, 333 North Alabama Street, Suite 200, Indianapolis, Indiana 46204

Coping with deadlines

Students applying for admission to public universities in Indiana need to be aware of a variety of deadlines. Missing a key date for submitting college applications or financial-aid documents could become an insurmountable barrier to acceptance. The table below indicates the range of deadlines for fall admission and current costs. Since information is subject to change, students should always check with admission and financial-aid offices.

University	College Application Deadline	Financial Aid Deadline	Tuition	Room/Board
Ball State	March 1	March 1	$1,328/semester	$3,376/year
Indiana State	August 1	March 1	$1,311/semester	$3,588/year
IU Bloomington	February 15	March 1	$3,124/year	$3,733/year
IU Kokomo	July 30	April 30 (priority)	$73.80/credit hour	N/A
IU South Bend	June 1	March 1 (priority)	$75.15/credit hour	N/A
IU East	August 12	March 1 (priority)	$73.80/credit hour	N/A
IU Northwest	August 1	March 1	$73.80/credit hour	N/A
IU Southeast	Rolling	March 1 (priority)	$73.80/credit hour	N/A
IPFW	August 1	March 1	$74-75/credit hour	N/A
IUPUI	June 1	March 1	$86.15/credit hour	$1,600/semester
Purdue West Lafayette		March 1	$2,696/year	$4,100/year
Purdue North Central	Rolling	March 1	$74-75/credit hour	N/A
Purdue Calumet	Rolling	March 1	$74-75/credit hour	N/A
U. Southern Indiana	Rolling	March 2	$68/credit hour	$830/semester
Vincennes	Rolling	March 1	$67.30/credit hour	$1,740/semester

*30 days before the semester begins; some specialized programs have earlier deadlines.
NOTE: The amounts listed in the tuition column for IU Bloomington and Purdue W. Lafayette include tuition and fees. For all other schools the amounts reflect only tuition.

Too much television?

Indiana parents and teenagers often don't agree on the seriousness of certain obstacles to the achievement of students' goals. For example, parents are twice as likely as their children to label as a "major obstacle" the amount of time that students spend watching television or playing video games. As part of the *High Hopes, Long Odds* survey, parents and teens were asked: "To what extent do you think too much emphasis on television or video games is an obstacle to your (or your student's) achievement now and in the future?" For all the talk about wasted hours spent in front of a screen, almost two-thirds of the parents and more than three-fourths of the teenagers don't see this type of leisure activity as an obstacle—major or minor. Their responses:

Television or video games are a...

	Major obstacle	Minor obstacle	No obstacle
Students	6%	18%	77%
Parents	12%	25%	63%

What will college cost in year 2000?

Say your daughter is 11 years old and will graduate from high school at age 18. Her goals include a four-year degree from a public college in Indiana. How can you project what her college education will cost when she turns 18 in the year 2000? The Indiana College Placement and Assessment Center suggests a way to estimate:

1. Enter your child's current age: 11

2. Figure the number of years to go before she is 18 and enrolls in college: 7

3. Jot down the current cost of one year of college (use $6,300 if she hopes to attend a public college, $17,000 if she plans to attend a private school): $6,300

4. On the "College Cost/Investment Rate Table" below, locate the correct college inflation factor by first looking at column 1 and finding the number of years to go before your daughter attends college: (7)

then looking at the corresponding "Inflation factor" in column 2: 1.50

5. Figure what one year of college will cost in the year 2000 by multiplying Step 3 by Step 4; in other words, multiply **$6,300** by **1.50** = $9,450

6. Figure the total cost of four years of college by multiplying the cost of one year of schooling by four:
$9,450 x **4** = $37,800

Now that you have estimated that your daughter's four-year college education will cost about **$37,800** in the year 2000, you may want to know how much you need to invest now to ensure that the lack of money will not be an obstacle to your daughter's goals. You have a couple of ways to compute the investment amount.

One way to save for your daughter's education is to invest a lump sum of money that will yield **$37,800** by the time she is 18 years old. To figure how large that lump sum needs to be, locate in column 1 the number of years before your daughter turns 18; then look at the corresponding number in column 3. This gives you a "Lump sum rate" of **1.95.** Divide the total amount of money that you will need (**$37,800**) by the lump sum rate (**1.95**) and you have the lump sum that you need to invest: **$19,384.62**

Perhaps you don't have the necessary lump sum amount to invest. You may opt to invest a smaller amount each year with the goal of saving **$37,800** by the time your daughter is 18. To figure how much you must invest annually, look at column 1 in the table below and again locate the number of years before your daughter goes to college (**7**); look at the corresponding number in column 4, "Periodic rate" (**9.49**). Divide the amount of money you need (**$37,800**) by the periodic rate (**9.49**) and you find you need to invest **$3,983.14** each year for the next seven years. You can further divide the **$3,983.14** by **12** to determine how much you need to save each month to accomplish the same results. You will find you need to invest **$331.92** monthly for the next seven years to yield the $37,800 to underwrite your daughter's college expenses.

College Cost/Investment Rate Table

Years to college	Inflation Factor	Lump sum rate*	Periodic rate*
1	1.06	1.00	1.10
2	1.12	1.21	2.10
3	1.19	1.33	3.31
4	1.26	1.46	4.64
5	1.34	1.61	6.10
6	1.42	1.77	7.71
7	1.50	1.95	9.49
8	1.59	2.14	11.43
9	1.69	2.36	13.58
10	1.79	2.59	15.94

*These figures are based on national averages. Costs vary from campus to campus and from student to student. The figures in the table are based on a 6 percent college inflation rate; the rate of pre-tax return is based on a 10 percent return. **Lump sum rates** and **periodic rates** are used to project the amount of money needed for savings, based on a one time sum being saved or on an annual or monthly amount being saved.

Guess again: What college really costs

The majority of Hoosiers overestimate the cost of higher education, causing the lack of money to be an even greater obstacle than it is to college-bound students. As part of the *High Hopes, Long Odds* study, 12th-graders and their parents were asked: "How much do you think attending each of the following kinds of schools would cost for a year? Only estimate expenses for tuition, fees and books." Here's how the seniors of 1992 and their parents estimated the college costs they would be facing in the fall of '92.

Purdue University West Lafayette

	Up to $2,500	$2,501-5,000	$5,001-10,000	$10,001+	
Students	9%	33%	44%	14%	
Parents	8	39	43	10	**Actual cost: $2,520**

Indiana University Bloomington

	Up to $2,500	$2,501-5,000	$5,001-10,000	$10,001+	
Students	10%	32%	43%	14%	
Parents	7	40	43	10	**Actual cost: $2,821**

Ivy Tech

	Up to $2,500	$2,501-$5,000	$5,001-10,000	$10,001+	
Students	68%	24%	4%	4%	
Parents	66	27	6	1	**Actual cost: $1,207**

Private college such as DePauw

	Up to $2,500	$2,501-5,000	$5,001-10,000	$10,001+	
Students	5%	14%	31%	50%	
Parents	2	9	39	51	**Actual cost: $13,000**

NOTE: The "actual cost" numbers cited above are 1992 tuition fees. Current (1993-94) fees are: Purdue West Lafayette, $2,696; IU Bloomington, $3,124; Ivy Tech $1,290; DePauw, $13,500. The cost of books is not reflected in the "actual cost" numbers.

HIGH HOPES

LONG ODDS

High Hopes, Long Odds!

Materials for Pocket 5

Dear Colleague:

According to Report 5, many work-bound students in Indiana are shortchanged in the amount of career guidance they receive from adults in the schools, in the local business community, and in their families. Additionally, too many work-bound students lack the marketable skills that ensure long term employ.nent. This phenomenon is not unique to Indiana.

A 1984 national Gallup Poll indicates the cost a student pays for poor information about employment opportunities continues long after high school. Seventy-two percent of the adults with jobs say that they believed they had not obtained sufficient information about job options when they started working, and only one-sixth of those whose education ended with high school reported that they had talked about careers with high school counselors.

The authors remind us that poor preparation for the world of work puts Indiana at risk. "A workforce that is shrinking in size and diminishing in skills could curtail Indiana's economic growth in the 21st century. To thrive in the future Indiana's economy will need an ample supply of skilled, entry-level workers. The likelihood of developing such a labor pool is questionable if trends continue."

Who is responsible for bridging the gap between school and work? It is clear that the schools cannot do it alone. It is our hope that Report 5 will stimulate conversation about the roles others in your community might play.

Our IYI Resource Notes identify a number of programs initiated by youth-serving organizations aimed at helping young people manage the school to work transition.

Sincerely,

Pat Turner-Smith

Patricia Turner-Smith
Executive Director
Indiana Youth Institute

Indiana Youth Institute

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Indiana Youth Institute Resource Notes

In January 1994, Commissioner William Christopher announced that Indiana's Department of Workforce Development had received a $310,000 grant to craft plans for a statewide School-to-Work Opportunities System. The proposal for this plan was a collaborative effort by more than 50 representatives from state and local government, professional associations, business and industry, all levels of the education system, foundations, civic associations, research and advocacy organizations, parent groups and nonformal educational organizations. This diverse group will guide the development of the statewide plan. The proposal recognized the significant role that in- and out-of-school student organizations can play in career exploration and education. This Resource Note identifies some career-related programs available through large national youth organizations. To contact one of these organizations, start with your local phone book. Not every school or community in Indiana provides these programs. The Indiana Youth Institute's Resource Center (317/634-4222 or 800/343-7060, *in Indiana*) can provide more information.

Community-based organizations

Nonformal education came into its own in the 1910-1920 decade with the creation of national organizations whose comprehensive programs fostered teamwork through group activities, yet allowed youth opportunities to pursue their individual interests. The aims of these groups encompass physical fitness, character-building, service to others, and employability skills. Often referred to as "traditional" youth organizations, these voluntary associations developed a variety of ways to provide career education and life-skill building appropriate for today's world. All these groups strive to recruit and meet the needs of disadvantaged youth. Special initiatives have been undertaken to broaden their membership bases. For example, materials for adult leaders of several programs are available in Spanish language editions. These groups have also adapted programs so that young people with chronic illnesses or disabilities can participate.

Boys and Girls Clubs of America provide services daily for boys and girls ages 7-18. The organization uses a variety of strategies to serve young people from disadvantaged backgrounds and help them prepare to be self-sufficient young adults. The *Job Search Club* is a flexible, small group program that teaches basic employability skills to young people ages 12-18. *One-With-One* provides a young person with an adult volunteer mentor who has achieved success in a career or profession that interests the participant. *Broader Horizons* orients young people to the world of work and helps them explore career interests and make plans for the future through field trips to businesses, colleges, and training centers. *Goals for Growth* helps participants to consider what goals are, why they are important, and to learn the steps in the goal-setting process. The skills may be applied to set and accomplish personal, educational, and career goals. *Keystone Clubs* for youth ages 14-18, provide leadership development opportunities and stress community service. The *Junior Leaders* program gives young people ages 12-18 general employment skills in addition to career development opportunities within the Boys and Girls Club movement. For additional information, contact the Midwest Service Center, Jeffrey W. Amy, Director (708/830-9200).

Exploring Division, Boy Scouts of America offers programs for young men and women ages 14 (or who have completed 8th grade) through age 20, organized around a career or possible lifetime avocational interest. The national organization provides support materials in fields from accounting to emergency medical technology to law enforcement to marine biology to ski patrols to zoology. Exploring posts are advised by volunteers in a wide range of sponsoring organizations such as community businesses and industries, law enforcement and fire departments, hospitals, schools, and research centers.

Although career-education is emphasized, Exploring includes five additional program areas related to the broader mission of Boy Scouting: personal fitness, service to others, citizenship and leadership development, building reliance in the outdoors and understanding the wise use of natural resources, and social activities. *Career Awareness* is an in-school program for junior and senior high-school students. For further information about Exploring programs, contact one of the eight councils of the Boy Scouts of America in Indiana.

4-H Youth Development is a coeducational program for urban as well as rural youth ages 10-19. Indiana 4-H stresses affirmative action and equal opportunity. 4-H is a partnership of the U.S. Department of Agriculture, land-grant universities, local governments, and the private sector; in Indiana, 4-H programs are coordinated through Purdue University and administrated through the Cooperative Extension offices for each of Indiana's 92 counties. Once primarily oriented to rural youth, today's 4-H programming reflects the increasing scope and diversity of the organization's membership.

Projects in a variety of areas offer young people hands-on experience-based opportunities for in-depth exploration of potential occupational and avocational interests. Club members must also be able to demonstrate what they have learned from a project. In so doing, they develop communication skills important for any future career. For additional information contact your county's cooperative extension office or the state 4-H office at Purdue University, Dr. Maurice S. Kramer, Director (317/494-8422).

BEST COPY AVAILABLE

Girl Scouts of the U.S.A. seeks to prepare girls ages 5-17 for life in a changing and pluralistic society. Girl Scouting emphasizes deepening self-awareness, relating to others, developing values, and contributing to society. Five "worlds" in interest define activity areas: well-being, people, the arts, the out-of-doors, and today and tomorrow. Developmentally appropriate activities at all program levels encourage career exploration within each of these worlds of interest. The organization also publishes a series of program manuals dedicated to "contemporary issues" facing girls of today. Of particular relevance to career education are: *Growing Up Female*; *Literacy*; and *Leading Girls to Mathematics, Science and Technology*. For additional information, call one of the 15 area councils of Girl Scouts of the U.S.A. that administer the program in Indiana.

Girls Incorporated is open to all girls and young women ages 6-18 and seeks to empower girls for confident adulthood, economic independence, and personal fulfillment. Recognizing that math and science proficiency opens doors to a variety of well-paying career options and advancement possibilities, Girls Incorporated launched Operation SMART (Science, Math, and Relevant Technologies). This program provides hands-on learning that also stimulates interest and builds confidence as it stretches knowledge, problem-solving, and decision-making skills. Operation SMART encourages parental involvement and builds mentoring relationships with other caring adults. The *Choices* program for girls and *Challenges* program for boys, created by the organization's Santa Barbara, California affiliate, guide young people to increased self-awareness and foster sound personal planning. The National Resource Center of Girls Incorporated is located in Indianapolis (317/634-7546 or 800/374-4475).

Junior Achievement brings business executives and managers into classrooms to help educators "show a kid how America works." These volunteers from the wider community bring an experience-based perspective on business and the world of work. Junior Achievement's elementary school program (for students in grades K-6) helps children learn how the people and businesses in a community interact economically and socially. *Project Business*, for junior high students, increases student interest in business careers, understanding of business and economics, and the functioning of the capitalist system. A new program, *The Economics of Staying in School*, targeted to 7th grade students at risk of dropping out, uses a game format to show the future economic consequences and rewards that go with each decision. *Applied Economics* is a fully accredited course for high-school students that fosters higher-order thinking through student company activity and a computer-based management and economic simulation under the guidance of a volunteer business consultant. For more information about Junior Achievement programs, contact the national field service at 800/THE-NEW-JA (800/843-6395).

Vocational student organizations (VSOs)

A number of student organizations that support vocational education programs are available in Indiana's high schools and postsecondary institutions. These groups emphasize proficiency-building in a variety of career areas and foster development of personal and civic competence through activities that emphasize communication and employability skills, leadership development and understanding of parliamentary procedure, community service, and team-building skills. These organizations function to broaden career perspectives and enhance career options. Participation in a vocational student organization is an intra-curricular activity for the majority of students. Thus, these groups also play an important role in providing group experiences and leadership roles to many students who, for various reasons, are not otherwise involved in the peer culture of their schools.

Some student groups meet during school hours in vocational classes, with their instructors serving as advisors; others meet during out-of-school hours. Depth of career interest is encouraged through regional, state, and national conventions and competitions. Programs of six national vocational student organizations are coordinated through the Division of Vocational Education of the Department of Education.

Business Professionals of America—personal, professional, and leadership growth among secondary and postsecondary students in business and/or office education programs.

DECA (An Association of Marketing Students)—secondary and postsecondary students interested in marketing, merchandising, and management.

HOSA (Health Occupations Students of America)—secondary and postsecondary students interested in developing future leaders for the health care delivery system.

FHA/HERO (Future Homemakers of America/Home Economics and Related Occupations)—student organization made up of young men and women that encourages personal growth, leadership development, family and community involvement, and preparation for the multiple adult roles of wage earner, community leader, and family member.

FFA (National FFA Organization)—secondary students preparing for leadership and careers in the science, business, and technology of agriculture. (Formerly Future Farmers of America.)

VICA (Vocational Industrial Clubs of America)—secondary and postsecondary students interested in trade, industrial, technical, and health occupations.

For further information about Business Professionals of America and DECA, call Philip Myers; for HOSA and FHA/HERO, call Jane Near; and for FFA and VICA, call Robert Juncker, Division of Vocational Education (317/232-9184).

About the Indiana Youth Institute

We believe that the state of Indiana can and should become a state that genuinely cares about its young people and that its national reputation should reflect that concern and commitment.

To enhance that commitment, the Indiana Youth Institute works with adults who care about youth.

- IYI advocates for better services for Indiana's young people, both directly and in collaboration with others.
- IYI develops strategies to increase youth-serving professionals' knowledge, caring, and competence.
- IYI cultivates and supports innovative projects that hold promise for improving the lives of Indiana's young people.

We believe that the key to the success of young people is in the hands of the adults who care about them.

IYI is an intermediary agency that supports youth development professionals and decision makers with advocacy, research, and training.

The Resource Center

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people.

Subscriptions Available

A limited number of subscriptions to *High Hopes, Long Odds* are available for those who could not be included on our complimentary list. Send a subscription to a favorite educator, your local principal, the head of your PTA, your local library, the employee assistance director at work, or your friends with school-age children.

Send check or purchase order to IYI today to receive all eight chapters, bulletins, and IYI Resource Notes for only $37.50 (postage included).

Hours: 8:30 am - 5 pm M - F
(317) 634-4222 1-800-343-7060

Future Business Leaders of America (FBLA) may be found in some Indiana schools, but this group is not coordinated through the Indiana Department of Education. Members are secondary and postsecondary students preparing for business or office careers. (Known as Phi Beta Lambda on college campuses.)

Reducing barriers

Many young people drop out of school prior to graduation; others have lost interest in their classes and are at risk of dropping out. For still others, chronic illness or disability provides special obstacles. The organizations described below provide services for such students, working to keep students in school, get them back into school, or help them complete GED certification. Programs also build students' self-confidence and sense of responsibility to themselves and their communities.

WAVE, Inc. (Work, Achievement, Values and Education) provides educational opportunities, training services, and motivational activities for young people facing barriers to success in the work world and in their communities. Training services include basic skills training, GED preparation, pre-employment training, job-specific training, job placement, encouragement to pursue postsecondary education, and the development of leadership, citizenship, and independent living skills. (Also known as **70001 Training and Employment Institute**.)

YouthBuild USA prepares young people who have dropped out of school for careers in construction by employing them as trainees in the rehabilitation of vacant, abandoned buildings. Participants alternate weeks of on-site supervised work with off-site academic and job-skills training and counseling.

The National Center for Youth with Disabilities seeks to raise awareness of the needs of youth with chronic illnesses or disabilities as they move into adult life. NCYD's National Resource Library at the University of Minnesota (800/333-6293) will search their information base and mail the information. Fees are based on the amount of information provided.

Just Published!

A special section of* Education Week, *January 26, 1994, "Bridging the Gap: The Nation's Haphazard School-to-Work Link is Getting an Overhaul," summarizes the current status of policy changes and research on strengthening the paths between school and jobs.

5

HIGH HOPES

LONG ODDS

GOING TO WORK:

Weak Preparation, Little Help.

Times change.

Workforce experts who once spoke of Indiana's "manpower" now refer to its "human resources." The shift in emphasis from brawn to brains and from gender-specific *man*power to all-inclusive *human* resources is no superficial attempt at politically correct language. Instead, it sums up real changes under way in the workplace. Although most Hoosier jobs still do not require college training, the fastest-growing and highest-paying occupations do require education beyond high school.

The emerging economy poses challenges both to employers and would-be employees. When 575 Hoosier business operators were surveyed by Labor Market Information Services and asked to identify problems in hiring qualified workers, 37 percent said recent high-school graduates lack the basic skills for even entry-level positions. Yet many students say they do not plan to upgrade their skills through postsecondary education. Of seniors participating in the *High Hopes, Long Odds* study, 17 percent say they plan to be working full-time or be looking for work directly after high school. The number of work-bound teens is further inflated by high-school graduates who plan to attend college but find out that the obstacles—often financial—are insurmountable (see Report 4).

Counselors estimate that, realistically, a fourth of the state's seniors will enter the job market immediately after graduation. Not included in this estimate are youth who drop out of school before graduation. At least 17 percent of all Hoosier students leave school without diplomas between their freshman and senior years, according to the Indiana Department of Education. Some estimates of dropout rates in particular regions are as high as 25 percent. These young adults, too, will vie for slots in the marketplace.

Teens fortunate enough to locate jobs immediately after high school are likely to find their earning power curbed by their lack of postsecondary preparation. Wages for Indiana employees with only high-school diplomas have dropped 30 percent in the past two decades. According to the Census Bureau, the median annual income for a male high-school graduate, 25 years or older, is almost $14,000 less than his contemporary with a college degree. The wage differential between a female high-school graduate and a female college graduate is almost $11,000.

The overlooked & underprepared

Students not bound for college need the most help, receive the least assistance, are equipped with the most limited information, and experience the greatest risks in the job market. They are often overlooked and underprepared. Counselors don't have current workplace information to share with them, potential employers don't take time to communicate with them, and parents don't know enough about educational choices to guide them. What was once an easy path from school to work is now difficult. Schools give priority to college-bound students; the result is that students who need assistance the most do not receive it.

In this report—the fifth in a series of eight—we look at work-bound students and assess the opportunities and obstacles they encounter as they make the transition from school to jobs. We pay special attention to Indiana high-school youth enrolled in vocational-technical programs. Who are they? Why did they opt for the vocational track? What are their needs? How can their odds for success be improved?

As we focus on work-bound teens, we must realize that the challenges they face are neither new nor unique to Indiana. The influential 1988 report of the William T. Grant Commission, *The Forgotten Half*, concluded that "far too many" young people across the United States "ultimately fail in their efforts" to find their ways successfully into adult life. "This is especially true," the commission noted, "of the 20 million non-college-bound young people. ... Opportunities for today's young workers who begin their careers with only a high-school diploma or less are far more constrained than were those of their peers of 15 years ago."

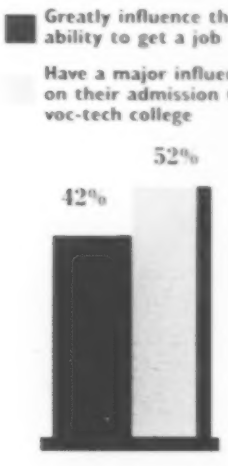
The contrast between past and present job opportunities for youth is especially sharp in Indiana, a state once renowned for its innovative programs geared to vocational students. Gone are the days when educators, school-board members, journalists and social reformers from across the country flocked to Gary to witness the strong partnerships between the public schools and the industrial community. This bold experiment—at its zenith in the early part of this century—linked academic training and work in a long and balanced school day. Students served as youthful apprentices in an assortment of vocational shops directed by union craftsmen who managed the maintenance and repair of the school buildings. All parties benefited from their partnerships: Students acquired marketable skills, local industry was assured a future labor pool, and the schools were kept in good condition.

Vocational training in the '90s

But times change.

Indiana could benefit from another round of creative solutions that respond to today's very different economic circumstances. Vocational education in Hoosier high schools in the 1990s is a relatively small program. Only 17 percent of seniors participating in the *High Hopes, Long Odds* study are enrolled in a voc-tech curriculum; of that number, only 42 percent believe their course of study will greatly influence their ability to get jobs. Only 52 percent say their choice of a high-school vocational program will have a major influence on their admission to a vocational-technical college (see Figure 1).

FIGURE 1:
Percentage of senior voc-tech students who believe their high-school voc-tech preparation will:

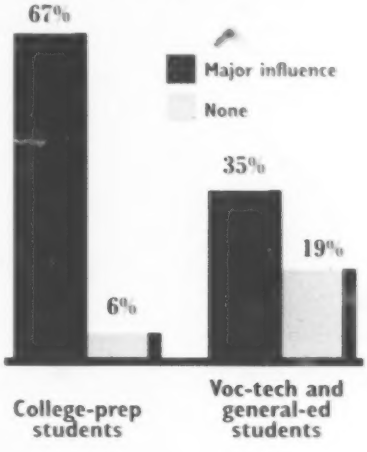


More than a quarter of students surveyed say they are in the general-education program. General-ed students are included in some of our tables because, as our previous report shows, these students usually are not adequately prepared for college. Many are likely to find themselves in the labor market after high school even though they lack vocational training. Given the state's recent college completion rate, it is important to look well beyond the boundary of traditional vocational education in thinking about the relationship between schools and jobs.

Many students opt for voc-tech programs without clear plans for their future. They and their parents often have little information when they make the choice. Although this choice could open up avenues to specific vocations, it could also limit their chances of later pursuing degrees at most four-year colleges. Only a third of the parents of seniors in vocational and general programs recall receiving information when their children were in ninth grade about the differences among high-school programs. Fifty-five percent of these parents say they never received information indicating which courses their children should take if they want to go directly to work after high school.

In many cases, parents of vocational students play little role in their children's selection of an academic program. Only 35 percent of parents of vocational- and general-education students say they had a major influence on their children's program decision, and 19 percent say they had no influence at all (see Figure 2).

FIGURE 2:
10th-grade parents' view of their influence on program selection



Misconceptions about vocational students

No matter that they lack a firm sense of direction, Indiana vocational students are optimistic, if not realistic, about their future. Almost half (47 percent) of them say they will probably

attend a four-year college, even though they lack the appropriate high-school courses to meet admission standards at many schools. Almost two-thirds expect eventually to have high-paying jobs, and 94 percent believe their chances are at least 50-50 that they will enjoy a more financially comfortable lifestyle than their parents (see Figure 3).

to find jobs? And why, if they are capable of succeeding in a more rigorous academic program, don't they select the college-prep curriculum?

No single answer exists. Some students may want to go directly to work after high school; others may be drawn to "hands-on" types of education and jobs; some may choose a vocational program because they are less successful in academic courses. *High Hopes, Long Odds* research also points to two additional reasons:

are more than twice as likely to concentrate on a voc-tech program than are students in families earning more than $50,000 a year.

• **Family background.** Parents of 10th-graders who have less education tend to think their children will attend a vocational-technical college after high school. Thirty-nine percent of parents who dropped out of high school say their children will continue their education at a vocational-technical school rather than at a four-year college. Only 27 percent of parents who completed their education with high school and 11 percent of parents with college degrees share this plan (see Figure 4).

FIGURE 3:
Percentage of senior voc-tech students who believe that they:

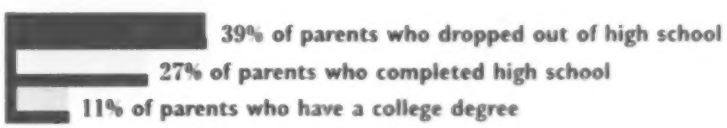
Will probably attend a four-year college
47%
Will eventually have high-paying jobs
65%
Have at least a 50-50 chance of a better life than their parents
94%

If these dreams don't materialize, the reason is not that the students lack academic ability. Voc-tech youth are less likely than college-prep students to earn top grades, but the popular perception that vocational programs are dominated by students with low grades is wrong. Vocational education is not a dumping ground for weak students; it draws from many levels of achievement and types of background, and it attracts students who have the potential to succeed in other academic programs.

Why, then, do students choose a vocational curriculum —especially if the majority of them don't think the program will greatly influence their ability

• **Money.** Children whose families have fewer resources are more likely to choose vocational programs than are children whose families are financially secure. Seniors in families earning less than $20,000 a year

FIGURE 4:
Percentage of parents of 10th-graders who say, "My child will attend a voc-tech college instead of a four-year college."


39% of parents who dropped out of high school
27% of parents who completed high school
11% of parents who have a college degree

What students don't know can hurt

All students need accurate job-market information to plan their future, but work-bound seniors need it first. Most, however, have a limited view of the workplace and express little awareness of employment trends.

The only job categories that a majority of vocational students believe to be growing in Indiana are in the health-care and professional/high-tech areas. Fifty-one percent perceive growth in health care; only 8 percent expect shrinkage. Fifty percent perceive growth in professional and technical fields; 7 percent see shrinkage. The majority of students believe jobs in manufacturing and farming are diminishing and employment in most other occupations is stable.

The fact that students aren't aware of opportunities in areas such as sales, small-business and manufacturing may well explain their lack of interest in these fields. Four percent or fewer of seniors express an interest in any of these three areas. Students may not realize that Indiana is unlike much of the industrial Midwest where manufacturing employment is shrinking. The state survived the difficult economic period from the late 1970s to the early 1980s without losing its solid manufacturing base. In fact, during the 1988-92 period, about 900 Indiana firms (mostly manufacturers) *grew* in terms of the number of jobs and in wages per worker.

Just as students lack accurate information about the job market, so do they lack accurate information about postsecondary programs that might help them gain access to the job market. Seventy-five percent of work-bound seniors think postsecondary vocational programs require average or better-than-average assessment test scores, and 38 percent say a student needs to be in the upper half of the senior class to qualify for enrollment in such programs. Youth whose parents work in less-skilled jobs are likely to believe entrance standards for Ivy Tech are higher than they are. Teenagers whose parents dropped out of high school are four times as likely as children whose parents are college graduates to believe that above-average scores are required for admission to Ivy Tech.

In practice, students who take Ivy Tech's assessment test are not evaluated on a "pass" or "fail" basis. According to an Ivy Tech brochure, assessment numbers are used to help students select the right courses for their first quarters at Ivy Tech. Students work with counselors to assess strengths and weaknesses in order to determine which courses are right for each student.

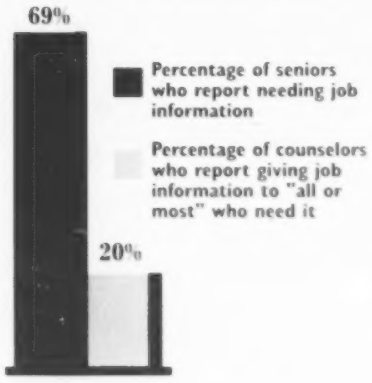
The Ivy Tech application for admission asks only if the candidate graduated from high school or completed a GED. It does not ask for class ranking. Consequently, admission to Ivy Tech is not as difficult as many parents perceive it to be.

What counselors don't know can hurt

Although more than two-thirds (69 percent) of seniors say they need information about jobs and about training require-

ments to obtain jobs, only 20 percent of the counselors say they have ample time to supply all or most of the seniors with "information on job tasks and requirements" (see Figure 5).

FIGURE 5:
Dissemination of job information


69%
Percentage of seniors who report needing job information
Percentage of counselors who report giving job information to "all or most" who need it
20%

When counselors do advise work-bound students about the Hoosier job market—and more than half the counselors report meeting with these students once or twice during the junior and seniors years—the quality of the information available to them is questionable. Fewer than half the counselors surveyed say they have current information about the state's job market, and a fifth say they have no information at all. When asked about the sources of job information available in their schools, 23 percent of the counselors say no job information is available; 43 percent say they receive job listings from state and local agencies; and 22 percent say they use local newspaper ads.

And many counselors inaccurately describe trends in the state's economy. For example, like the students, most of the counselors erroneously believe that opportunities in factory labor in Indiana are shrinking (see Figure 6).

Counselors are better able to talk about vocational and professional education than about jobs. Ninety-four percent of them say they have current information about private business schools and technical schools in Indiana. Ninety percent or more of counselors report that representatives from Ivy Tech and private business schools visit their high schools once or twice a year.

Although many Indiana employers criticize the job qualifications of recent high-school graduates, a serious lack of communication exists between employers and students. Eighty percent of the counselors surveyed say their schools never receive visits from employers to talk about job opportunities for students hoping to enter the workforce immediately after graduation. Since counselors have limited information and students express a need for information on the job market, the limited communication between employers and their potential employees is a serious problem (see Figure 7, p. 9).

A majority of counselors (81 percent) say they would endorse postsecondary vocational training for any student who is interested. However, they recommend such training only to

FIGURE 6:
What 12th-grade counselors believe about changes in the Hoosier job market

Job Type	Growing	Stable	Shrinking	Don't Know
High tech/professional	60%	29%	9%	2%
Service	73	25	2	0
Health care	86	11	3	1
Farming	2	6	84	8
Factory labor	5	17	74	4
Foreman	3	26	64	7
Business managers	20	53	20	8
Clerical	39	57	3	1
Sales	38	48	14	1
Crafts	12	47	33	8

Note: Correct percentages for each category are shown in orange.

college-prep youth with poor grades and vocational- and general-education students with good grades.

FIGURE 7:
Counselors' account of recruitment visits

Giving students equal time

Many work-bound students in Indiana are not receiving adequate career guidance from counselors in the schools, representatives from the local business community and adults in their families. Ironically, these same adults express deep concern about the few career opportunities available to students who do not attend college after high-school graduation.

A 1992 statewide poll, conducted by Princeton Survey Research Associates, indicates

many Hoosier adults worry about how well schools are preparing youth for the job market. Sixty-seven percent see education as essential to ensuring teens a variety of career options, and 60 percent think that education is "extremely important" for earning a good salary. Participants in the survey give education great importance in getting jobs, although 53 percent say what is learned is "mainly useful in school" rather than in work settings.

When asked about problems in their communities, Hoosiers admit they worry the most about the quality of schools and the lack of "enough job opportunities." They say good education could boost employment and diminish crime, and they cite "increasing parental involvement" and "teaching students job skills" as their two highest priorities for local schools.

Counselors surveyed in the *High Hopes, Long Odds* study also recognize the importance of preparing students "for work roles after high school." Seventy percent of them say that this is a "very important" objective of their school's guidance program, and almost all the rest see it as "somewhat important." However, it ranks below preparation for college, which is seen as "very important" by 95 percent of the counselors surveyed. These numbers suggest that while counselors espouse a variety of paths to adult success, the one they support most is preparation for college, even though many of their students are unlikely ever to attend college.

If counselors aren't devoting equal time to job-bound students, the reason could be counselors' perceptions of principals' wishes. Only one-fourth of counselors surveyed say that their school principals believe that "increasing the employability of work-bound students" is a "very important" counseling goal of the schools. And only half the counselors believe their principals feel that "helping students with career planning" is "very important."

Author's thoughts

The risk is real. A workforce that is shrinking in size and diminishing in skills could curtail Indiana's economic growth in the 21st century. To thrive in the future, Indiana's economy will need plenty of appropriately skilled, entry-level workers. Demographic trends compound the challenge: Indiana's population grew 11 percent during the 1960s, 6 percent during the 1970s, and only 1 percent during the 1980s. In the 10-year span from 1980 to 1990, the state experienced a 20 percent *increase* in job growth but a 10 percent *decrease* in its population of youth under the age of 18. A shortage of skilled workers may very well loom in Indiana's future. Obviously Indiana must make the best possible use of these young workers—the state cannot afford to waste scarce talents.

Such a shortage could translate into additional security for high-school students who plan to enter the workforce immediately after graduation. However, they too are at risk. Too many work-bound students lack the marketable skills that boost their chances of long-term employment. To help avoid joining the ranks of the unemployed, students need to understand the present and future job market, acquire important knowledge and practical skills in high school, keep their options open for postsecondary training, and be informed of the financial and academic requirements of four-year colleges.

Some encouraging news recently emanated from the Indiana General Assembly, where state policymakers enacted legislation designed to address some of the problems documented in this report. Workforce development legislation attempts to improve the link between high-school vocational training and jobs and to build effective "tech-prep" programs to link with programs at Ivy Tech and Vincennes University. It is much too early to assess these experiments, but it is most important that they be adequately funded, effectively implemented, and carefully evaluated.

But what measures can be taken now to meet the state's future workforce needs, prepare youth for meaningful roles in the economy and ensure their personal security? Our research suggests:

- Families need better information about how young Hoosiers can ready themselves for roles in Indiana's emerging economy. Without such information, parents and their teenagers cannot make knowledgeable decisions about high-school courses and postsecondary education.
- High-school counselors may need additional training and greater support as they advise job-bound students. Specialization within counseling staffs—some members assigned to work specifically with vocational students—is worth considering.
- Communities should look for creative ways to connect students and business people. No group of adults is better qualified to assess current and future needs of the job market than those who participate in it daily. No one has more credibil-

ity to advise students on academic and vocational paths into the economy than those who recruit and hire people on a regular basis.

•Business leaders need to be certain that they explain local economic opportunities, not just to the outside world, but also to their community's children. It is essential for leaders to bring their knowledge of jobs to young people who seek a path to adult success. There are good jobs in Indiana that students do not know about because no one has told them. Given better information, fewer young adults might leave the state. One fourth of the seniors in our study plan to move out of state, and almost half (44 percent) remain uncertain about where they will live.

•Youth advocates need to mount a special effort to reach out to low-income families whose children often drift into career decisions based on incorrect data, beliefs and fears. Information about college and vocational programs, scholarships and financial aid needs to be readily available.

All students deserve a set of high-quality choices and a cadre of adults to support and guide them in academic and career choices. Otherwise, children with the fewest resources end up with the fewest options. Teenagers in Indiana can be educationally prepared to answer the state's "Help wanted" call. But first, the state needs to answer the teens' "Help needed" plea.

—Gary Orfield, Professor,
Graduate School of Education,
Harvard University

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three sub-regions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

In the first stage of the sample, schools were selected. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders. Parents of these students and the counselors in their schools also were surveyed.

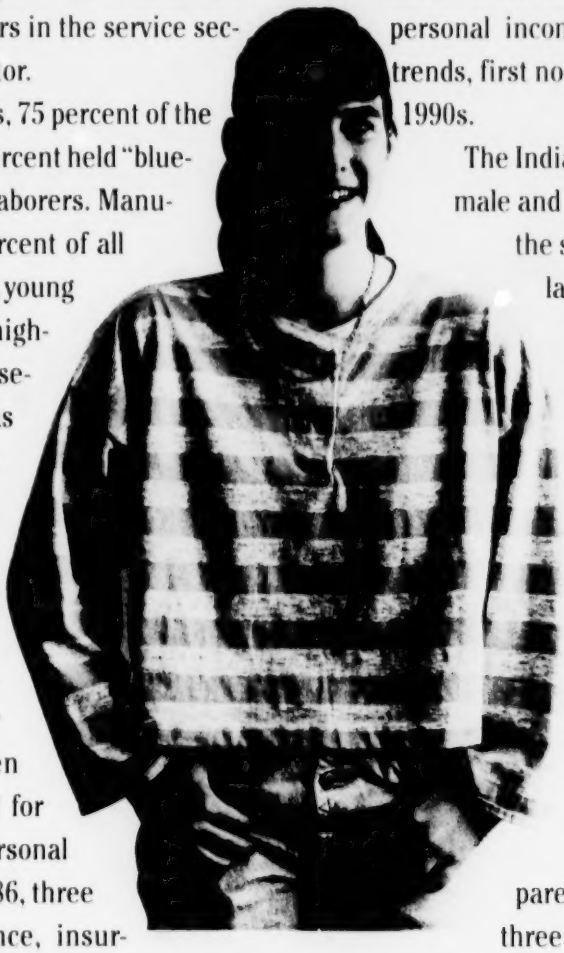
For further details, see "Technical Appendix," ix, available from the Indiana Youth Institute.

Indiana Youth Institute, 333 North Alabama Street, Suite 200, Indianapolis, Indiana 46204

Economic primer

To understand Indiana's future job market, it can be useful to review the state's economic past. The history lesson begins in 1950—the year the census first showed more American workers in the service sector than in the production sector.

As Indiana entered the '50s, 75 percent of the labor force was male, and 60 percent held "blue-collar" jobs as craftsmen and laborers. Manufacturing accounted for 46 percent of all employment. In the boom years, young Hoosier males, with or without high-school diplomas, could usually secure the same types of jobs as their fathers held. After a few years on the production lines, workers could expect wages that supported comfortable and reasonably secure lifestyles.



By 1989, manufacturing accounted for less than a quarter of the number of jobs, even though that sector accounted for nearly a third of the state's personal income. Between 1950 and 1986, three non-production areas—finance, insurance, and real estate; government, and services—grew from 29 percent of the labor force to 46 percent. Indiana's overall role in the nation's economy, however, declined in the number of jobs available and the personal income those jobs produced. These trends, first noted in the 1950s, continue in the 1990s.

The Indiana labor force is now 55 percent male and 45 percent female; 60 percent of the state's workers are in "white-collar" occupations. Recently, as predicted in the Hudson Institute's report, *Workforce 2000*, cost-cutting in service-sector companies has caused the loss of some well-compensated clerical and management positions.

In Indiana, as well as in the rest of the nation, many new jobs created in the next decade will require a minimum of one or more years of postsecondary training. Compared to about two jobs in 10 today, three in 10 of the new jobs will require four or more years of college.

Source: J.B. Erickson, *Indiana Youth Poll: Youths' Views of Life Beyond High School*, Indiana Youth Institute, 1992

Indiana's fastest-growing occupations

As Hoosier students anticipate careers after high school, they need information about current and projected job opportunities and guidance on how to prepare for certain professions. Of the 20 occupations cited by *The Indiana Report* as the "fastest growing" through 1995, most require some postsecondary education or training. The occupations projected to show the greatest percentage of increase, however, are not necessarily those projected to produce the greatest number of jobs.

Projected Opportunities in the Workplace

	Change Between 1992 and 1995	
Occupation	Percent	Additional Jobs
Paralegals	102%	550
Medical assistants	79	1,800
Social welfare service aides	64	1,520
Computer programmers	60	3,740
Computer systems analysts	55	2,530
Travel agents	50	520
Securities & financial services salesworkers	46	1,090
Data processing equipment repairers	43	500
Photographers	40	570
Lawyers	40	2,140
Plastic-molding machine setters & set-up operators	38	630
Housekeepers, institution	38	590
Computer operators, except peripheral equipment	37	1,270
Plastic-molding machine operators & tenders	36	2,390
Registered nurses	35	12,460
Insurance adjusters, examiners & investigators	35	750
Artists & commercial artists	35	540
Correction officers & jailers	34	900
Electrical & electronic engineers	33	1,750
Opticians, dispensing & measuring	33	570

Source: *The Indiana Report*, cited in *Indiana's Critical Link...*, published by the Indiana Commission on Vocational and Technical Education, 1990.

Missing links, missed opportunities

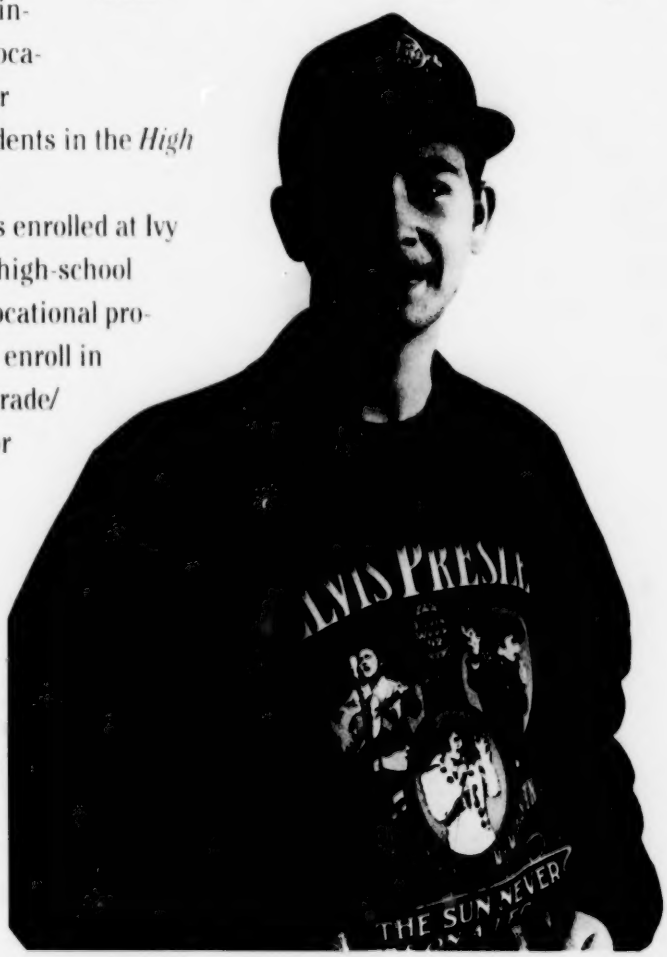
The fastest growing occupations in Indiana, according to the Indiana Commission on Vocational and Technical Education, are in business, health-related and technical-support fields. Included in these broad categories are jobs as paralegals, medical assistants, social welfare service aides, computer programmers and computer systems analysts. However, fewer than 30 percent of the state's high-school vocational students are enrolled in programs that lead to these in-demand jobs. Instead, two-thirds of high-school vocational students are enrolled in home economics or agricultural programs—courses of study that students in the *High Hopes, Long Odds* study say do not interest them.

As the chart indicates, postsecondary students enrolled at Ivy Tech are better linked to the job market than are high-school students who do not continue in postsecondary vocational programs. More than 70 percent of Ivy Tech students enroll in business, technical or professional programs, or trade/industry; fewer than 2 percent study agriculture or home economics.

Little relationship exists between vocational programs offered at Indiana high schools and programs offered at Ivy Tech. Only 11 percent of ICVTE-surveyed high-school students participate in programs that offer advanced standing or dual credit at postsecondary institutions.

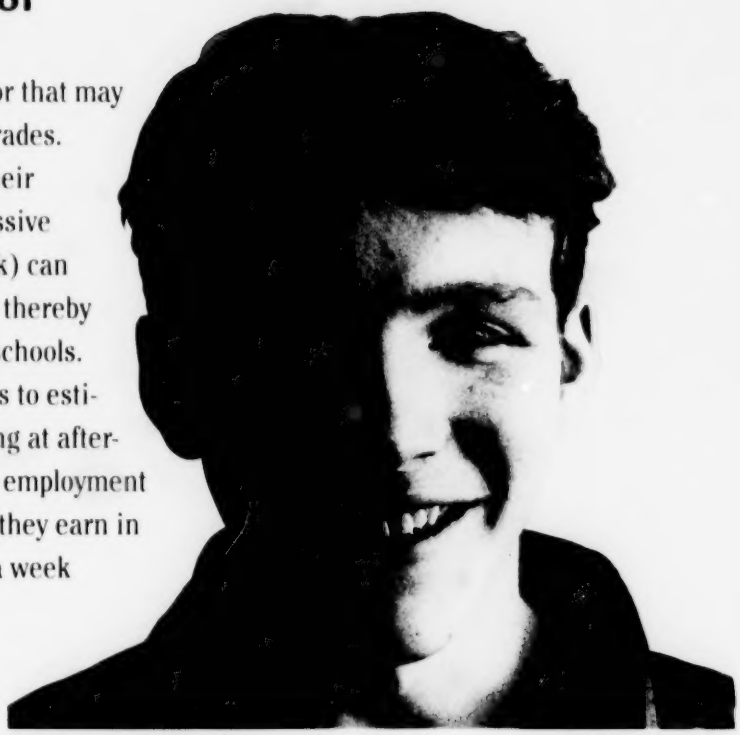
Students Enrolled in Vocational-Technical Programs

Program	Secondary	Ivy Tech
Home economics	53%	1%
Agriculture	14	1
Business	12	20
Trade/industry	15	17
Technical	.02	17
Health	2.5	19



Source: Indiana Commission on Vocational and Technical Education, *Performance Report, 1992.*

Seniors juggle jobs, school



After-school employment is just one factor that may have an impact on a student's high-school grades. Although many students claim that part of their earnings are earmarked for college, an excessive work schedule (more than 15 hours per week) can negatively affect academic achievement and thereby diminish chances of admission to selective schools. *High Hopes, Long Odds* asked Hoosier seniors to estimate the number of hours they spend working at after-school jobs. Researchers then correlated the employment information with the grades the seniors say they earn in school. Those working fewer than 20 hours a week were more likely to be A and B students.

Linking After-school Jobs with Grades

% of Seniors	Hours Worked Each Week	% of Group that Reports Receiving A's and B's	B's and C's	C's, D's, & F's
27%	None	56%	33%	11%
9	Under 10 hours	62	35	4
32	10-20 hours	48	41	11
22	21-30 hours	38	47	15
11	31+ hours	25	59	16

Note that an overwhelming majority of surveyed seniors juggle jobs and school—74 percent are employed. Of the 12th-graders who work, the majority (54%) spend from 10 to 30 hours a week on the job.

High Hopes, Long Odds!

Materials for Pocket 6

Dear Colleague:

When you received your first *High Hopes, Long Odds* report in September 1993, we shared with you our hope that public interest in the report and its findings could be sustained over time. Because we believe that action begins with public discourse, we asked you to help us share this information with as wide a range of citizens as possible. Several of you have asked if this approach has been successful. The following are just four examples of the many initiatives taken by organizations as a result of our request.

A series of televised town meetings resulted from a joint venture between Community Leaders Allied for Superior Schools (CLASS) and WFYI-TV (Indianapolis public television station). They are sponsoring a series of four, one-hour broadcasts featuring one of the principal investigators and a local panel discussing the study and its findings. Originating in Indianapolis, the shows are simulcast by public television stations in Merrillville, Elkhart/South Bend, Muncie, Fort Wayne, Bloomington, Vincennes and Evansville. (A schedule of future broadcasts is included in the Resource Notes accompanying this report.)

Several public universities have collaborated to give the *High Hopes, Long Odds* study regional exposure through the Indiana Higher Education Telecommunication System. Each time a new report is issued, students, faculty and representatives of community organizations gather on campus to watch a special broadcast featuring the researchers and a panel of local citizens sharing their reactions to the study. A *High Hopes, Long Odds* facilitator is available to engage the group in discussion following the broadcast. The project was initiated by Indiana University Purdue University Indianapolis (IUPUI). Collaborative partners include Ball State and Vincennes Universities, Ivy Tech and the regional campuses of Indiana and Purdue Universities. Each broadcast emanates from a different campus, giving local participants a chance for extended conversation with the researchers. (More information about this series can be found in the Resource Notes.)

The Indiana Counseling Association formed a statewide task force to respond to the report. It is issuing press releases addressing each report. Knowing that counselors in local communities may receive questions about the findings, it is briefing its membership regularly. The researchers have met with this body on two occasions to discuss the findings and the implications for counseling. Members of the association are also serving as speakers and facilitators for the *High Hopes, Long Odds* study.

Members of the School-to-Work Transition Committee are holding a series of focus groups statewide. The meetings involve staff, graduates and current students of technical programs. They have the opportunity to examine the study's findings and discuss the implications with one of the principal investigators. The Private Industry Councils are also taking advantage of the *High Hopes, Long Odds* speakers bureau. They are educating their membership and identifying issues that merit closer examination and action by their organization.

Each time a report has been issued, questions about the role and duties of guidance counselors have been raised. Readers raise questions about "what works." The accompanying Resource Notes address these questions. I hope you will continue to engage others in your community in talking, thinking and acting on behalf of the young people in your community who are counting on you to help them realize their dreams.

Sincerely,

Pat Turner-Smith

Patricia Turner-Smith
Executive Director
Indiana Youth Institute

333 North Alabama • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222 • (800) 343-7060 • FAX (317) 685-2264

Indiana Youth Institute Resource Notes

Community Guidance for Youth Program

Submitted by Lynn White, Consultant to Community Guidance for Youth Program. She is on the staff of Public Education Fund Network in Washington, D.C.

Program Purposes

The Community Guidance for Youth Program (CGYP), funded by the Lilly Endowment, seeks to improve the quality and coherence of guidance for young people in Indiana communities. "Guidance" is defined as the relationships and services that help young people see and believe in options for themselves, build their motivation, and learn the academic and personal qualities requisite for success. Defining guidance in this way leads to the belief that guidance must be the responsibility of the community as a whole—not of schools, youth-serving agencies, or parents alone. The challenge is to recognize and support formal and informal guidance providers in ways that create a network of sustained support for young people that begins in elementary school and continues through high-school graduation. Guidance and support are particularly needed for students who enter school already disadvantaged by their economic, family, or educational backgrounds.

A system of guidance that provides both a continuum of support and a network of community concern is possible only if schools, youth-serving agencies, and other community organizations come together to tap available resources, link existing services, identify potential service providers, and deliver more ambitious services and programs that benefit young people. Community guidance, therefore, is grounded both in the belief that the entire community should be responsible for guidance, and in the expectation that community-wide collaboration will be more effective in meeting long-term goals and creating lasting change.

Program Background

The Lilly Endowment initiated the Community Guidance for Youth Program in October 1988 by inviting 19 Indiana communities to apply for planning grants. These communities were selected based on a set of demographic factors such as high poverty level, high drop-out rate, and low participation in postsecondary education. The Endowment awarded eight, six-month planning grants of $10,000 each. At the end of the planning period, seven of the eight communities were awarded grants of up to $150,000 to cover three years of implementation. Four rural and three urban communities began implementation in 1990.

The communities faced many challenges in their first year of implementation; most related to the difficulty of sustaining a collaborative structure responsible for both decision-making and program implementation. During the second year, the communities operated a variety of program activities, including after-school tutoring, parent involvement, and career exploration. The third year of implementation showed growth in leadership and participation, and the beginnings of institutional and social change as a result of new community linkages.

Because long-term, fundamental change demands sustained effort and commitment, the Lilly Endowment offered these seven communities an additional three years of support for CGYP. The communities will receive up to $150,000 over three years to fund direct services and activities, develop and support collaborative groups, and build individual institutional capacity.

The Public Education Fund Network has received a grant to provide technical assistance, documentation, and overall program management of the CGYP from July 1992-June 1995. Technical assistance and documentation work in tandem to enable the communities to plan, implement, lead, and assess their own efforts.

Program Activities

The major program activities are technical assistance, documentation, and dissemination.

Technical assistance is provided by a team of technical assistance consultants through on-site visits to each community on a monthly basis, supplemented by telephone calls and correspondence, and through an annual conference that brings participants and consultants together to address common issues and needs. A technical assistance director based in Indiana provides direction to the team and identifies in-state and national resources for the sites.

Documentation helps make informed decisions about needed assistance, enables the Endowment to assess the direction of the CGYP and future work in related areas, and offers important youth guidance. Beginning in 1992, documentation activities have included helping each community develop and implement a plan for assessing its own program.

The dissemination effort, which began in 1993, seeks to identify potential audiences and materials for sharing what has been learned through the documentation process. Activities include reviewing published material on related efforts, attending meetings and conferences, networking with other Endowment grantees, and meeting with directors of related programs.

Program Sites

The communities visited in the Community Guidance for Youth Program are Anderson, East Chicago, Evansville, Knox, North Gibson County, Orange County, and Western Wayne County.

Indiana School Guidance and Counseling Leadership Program

Submitted by David Dodson, director of the Indiana School Guidance and Counseling Leadership Program. He is Executive Vice President of MDC, Inc. in Chapel Hill, North Carolina.

The Indiana School Guidance and Counseling Leadership Project (ISGCLP) was launched in 1991 when the Lilly Endowment funded a three-year pilot school guidance and counseling leadership project. The project, which is led by MDS, Inc., a private nonprofit research organization based in Chapel Hill, North Carolina, has enabled schools and school districts in Indiana to create guidance and counseling efforts that encourage higher educational aspirations, stronger academic performance, and higher achievement of students. The project is based on the belief that good guidance—the process by which students are encouraged and supported to achieve significant goals for education, career, and life—is an essential function of schools and that it is the job of the whole school, not only guidance counselors.

Three high schools, one middle school, and three school districts participated representing urban, suburban, and rural settings. The project required each site to nominate a "leadership team," composed of counselors, teachers, and administrators. From October 1991 to May 1992, the leadership teams participated in a range of leadership development, education, and planning activities designed to generate a shared vision of guidance, build commitment to the notion of high achievement for all students, acquaint teams with exemplary school and guidance reform efforts nationwide, and develop the diagnostic, program planning, and leadership skills needed to fashion and execute a strategy for guidance reform. In January 1991, each leadership team was asked to form a larger "school-community planning team," composed of other school personnel, parents, and community representatives.

Between February and May 1992, under the direction of the leadership team, each school-community team developed a three-year proposal to reform guidance. Six teams received funding from the Endowment and began implementing their reform efforts in the 1992-93 school year. A listing of the teams and a summary of the strategies they are pursuing follows:

Elkhart Community Schools, Elkhart Central High School

Two strategies to create "whole-school" guidance: "advisory families" for all grades and a "learning community" school within a school with an interdisciplinary team of teachers who deliver a core curriculum to 100 students.

Fort Wayne, Northside School District

A combination of staff development to broaden and deepen commitment to strong educational guidance and pilot initiatives for K-12.

Lawrence Township, Indianapolis

A student profile to provide proactive guidance systematically for all students, K-12. "Algebra Access" program to place all ninth-graders in algebra or pre-algebra, and expansion of "Accelerating Academic Achievement" to provide special academic and counseling services to ninth-graders experiencing failure.

Ninevah/Henley/Jackson Schools, Indian Creek High School

Teacher Advisor Program to connect each freshman with a supportive faculty advocate; Personal Vision/Personal Education Plan for each student; Parent Program Developer to recruit, train, and assist parent volunteers.

About the Indiana Youth Institute

We believe that the state of Indiana can and should become a state that genuinely cares about its young people and that its national reputation should reflect that concern and commitment.

To enhance that commitment, the Indiana Youth Institute works with adults who care about youth.

- IYI advocates for better services for Indiana's young people, both directly and in collaboration with others.
- IYI develops strategies to increase youth-serving professionals' knowledge, caring, and competence.
- IYI cultivates and supports innovative projects that hold promise for improving the lives of Indiana's young people.

We believe that the key to the success of young people is in the hands of the adults who care about them.

IYI is an intermediary agency that supports youth development professionals and decision makers with advocacy, research, and training.

The Resource Center

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people.

Subscriptions Available

A limited number of subscriptions to *High Hopes, Long Odds* are available for those who could not be included on our complimentary list. Send a subscription to a favorite educator, your local principal, the head of your PTA, your local library, the employee assistance director at work, or your friends with school-age children.

Call the Indiana Youth Institute
for subscription information.

Hours: 8:30 am - 5 pm M - F
(317) 634-4222 1-800-343-7060

Pike Township, Indianapolis, Pike High School
Semester orientation class for all freshmen to cultivate a commitment to "high expectations" and goal setting; Individual Success Plan for each student; investigation and eventual elimination of ability grouping.

Vigo County, Sarah Scott Middle School
Planning and in-service to improve advisory program; parent advisory council and in-school parent center; career center and career education curriculum.

The project will enter an expansion phase in 1994-96, when up to 12 new schools and districts will be selected to participate in a modified version of the program. For more information contact David Dodson at MDC, Inc., (919) 968-4531.

Resources

The Community Leaders Allied for Superior Schools (CLASS) and WFYI-TV20 are sponsoring a series of Town Meetings that will be aired on the public broadcast stations throughout Indiana from 8 pm to 9 pm (EST) on the dates listed below. The Town Meetings provide an opportunity for direct interaction with the researchers through an 800 number call-in format. We encourage you to participate in this creative opportunity to discuss the topics of the *High Hopes, Long Odds* reports.

March 24: *Counselors: System Tenders, Gatekeepers, or Youth Advocates?*

May 9: *Race and Gender: How Equal is Opportunity in Indiana Schools?*

TBA: *Next Steps: Exploring the Options, Improving the Odds*

A consortium of state colleges and universities is midway through a series of interactive teleconferences that explores the *High Hopes, Long Odds* data through the Indiana Higher Education Telecommunication System. You are invited to participate at the public access site nearest you. Call Joseph Huse for information (800) 343-7060. Each telecast is from 2:30 pm to 3:30 pm (EST).

March 14: *Counselor report* April 15: *Race report*

May 12: *Gender report* TBA: *Policy report*

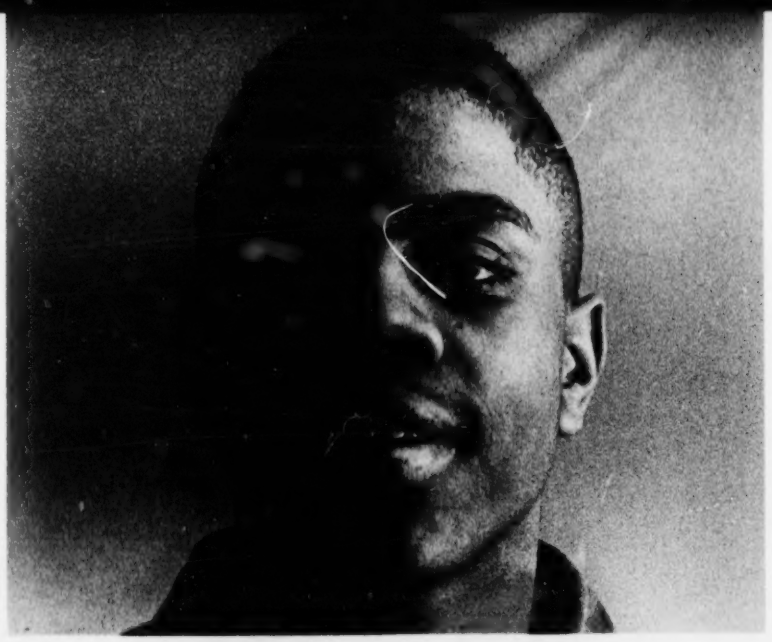
If your group would like a presentation by one of our spokespersons, please call the Indiana Youth Institute for further information and to schedule a presentation or discussion group.

HIGH HOPES

LONG ODDS

COUNSELORS:

System Tenders, Gatekeepers or Youth Advocates?



Many high-school counselors aren't providing the academic and career guidance that Hoosier teenagers need to turn youthful aspirations into adult reality.

And for good reasons.

Responsible for 300 to 700 students each, burdened with duties that range from class scheduling and dropout prevention to discipline enforcement and cafeteria monitoring, counselors often are cast in the no-win role of trying to be all things to all people. They are assigned too many tasks and receive mixed signals from their building principals about the priority of each task. Faced with myriad duties—some of which they may be overqualified or underqualified to perform—counselors allocate their time and attention as they and their supervisors believe is best.

Unfortunately, the services they choose to emphasize are often not those that students and parents say they want or need. The result: a mismatch between what counselors do and what students and parents want them to do.

As part of the *High Hopes, Long Odds* study, we asked teenagers and their parents to specify the counselor's functions that are most important to them. Here's what they told us they need:

- Assistance in understanding options among the high-school academic programs and the career paths that lead from each program into the job market.
- Guidance in designing four-year course plans and in shaping educational and career goals.
- Information about the future job market in Indiana and advice on how students should prepare for it.
- Help in knowing how to keep education and career options open until students, with their parents' input, select the educational and work path they wish to pursue.

Furthermore, families say they want these services available to them from the middle grades onward, increasing in depth each year, and culminating with assistance in filling out applications for financial aid, scholarships, college admission and jobs.

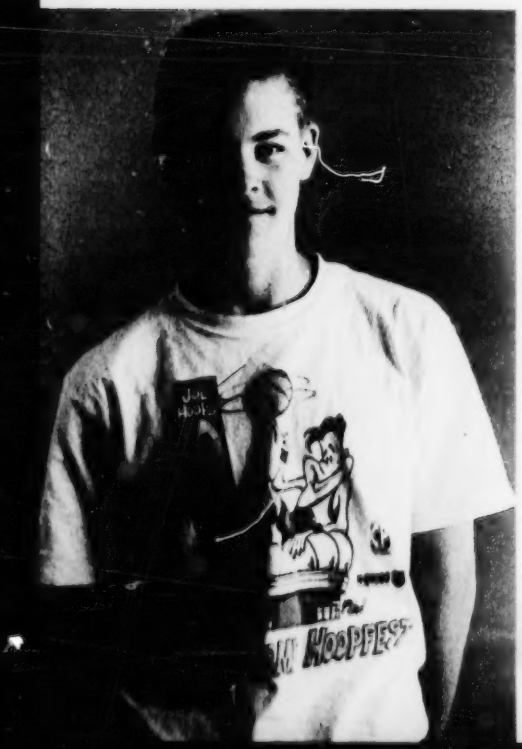
But they're not getting what they want. Why? Tasks in which counselors act as advocates for students' opportunities occupy less than 20 percent of most counselors' time.

How counselors spend their time

We asked participating counselors of eighth-, 10th- and 12th-graders to review a list of duties and to estimate the percentage of time they spend on each one (see Figure 1). Included on the list were: performing hall, lunch and bus duty; helping with job planning; handling discipline problems; giving tests; fulfilling nonguidance administrative duties; meeting with parents; assisting with postsecondary education plans; assisting with academic problems; dealing with personal problems, and scheduling classes. The results reveal that, for 10th- and 12th-grade counselors, "scheduling classes" consumes the most time, followed closely by dealing with students' "personal problems."

FIGURE 1:
Percent of counselors' time spent on each task:

Task	8th grade	10th grade	12th grade
Scheduling classes	15%	21%	22%
Dealing with personal problems	22	18	14
Dealing with academic problems	26	13	9
Postsecondary planning	—	9	14
Meeting with parents	9	7	5
Administrative duties	—	9	10
Testing	5	5	6
Discipline problems	8	3	3
Planning for jobs and careers	—	6	7
Hall, lunch, bus duty	4	4	3
Meeting with high-school counselors or college recruiters	5	—	4
Teaching nonguidance classes	—	1	1
Teaching guidance classes	—	2	1
Other	6	2	1



It is interesting to note that counseling priorities don't actually vary much from grade to grade. Whether working with eighth-graders, sophomores or seniors, counselors serve primarily to keep students and schools functioning. They enroll students in courses, help students with social and personal problems, maintain order, and pursue a variety of clerical and supervisory tasks. These tasks can consume as much as half or three-quarters of their time. Although such "tending" duties are important, they too often preempt the guidance services that families say are most important to them.

Contrary to what might be expected, the demographics of a school's population have small impact on the overall activities of the counseling staff. Professional responsibilities are consistent among counselors assigned to schools with all-white enrollments, a school with a 99 percent minority student population, a school with 75 percent of its students pursuing a college-prep program, and a school where 98 percent of its seniors are in a general-education program. Counselors' beliefs about the relative importance of their various tasks do not vary

significantly, although, in some cases, a diverse student enrollment may translate into diverse student needs.

Second-guessing principals' priorities

From school to school and grade to grade, the lists of counselors' goals and priorities are long. School days are short. Tasks cannot be accorded equal time, choices must be made, and *High Hopes, Long Odds* research indicates some choices are based on perceptions about what counselors believe their building administrators want.

Asking a second party about someone else's goals is risky at best. However, we wondered if counselors design their workday in part to comply with their perceptions of their principals' priorities. In other words, are counselors second-guessing administrators and trying to accommodate the administrators' wishes? If this is the case, perceptions about principals' priorities may shape how counselors spend their days.

We asked 10th- and 12th-grade counselors what they believe are their principals' priorities for school counseling departments (see Figure 2). Of the 10 counseling duties that are perceived as important to principals, no task in which counselors are primarily concerned with students' post-high school opportunities ranks higher than sixth.

FIGURE 2:
Percent of counselors who believe each goal is the principal's counseling priority

Goal	10th grade	Rank	12th grade	Rank
Improve learning in high school	87%	1	72%	2
Work well with parents	85	2	83	1
Resolve personal problems	69	3	65	3
Complete reports on time	67	4	50	8
Reduce dropouts	64	5	57	5
Facilitate career planning	63	6	52	7
Help teachers understand students	54	7	59	4
Increase percent of students going to college	52	8	56	6
Maintain discipline	44	9	28	10
Help work-bound students find jobs	35	10	30	9

In fact, 12th-grade counselors believe their principals think "offering help to work-bound students" is one of their least important responsibilities. Tenth-grade counselors rank such opportunity issues—"facilitating career planning," "increasing the percentage of students going to college," and "helping the work-bound"—as sixth, eighth and 10th, respec-

tively, in importance for their principals. Twelfth-grade counselors rank these issues as seventh, sixth and ninth in importance.

Counselors say the message they get from their principals is this: "Take care of in-school issues first. Concentrate on improving high-school learning among students, working with parents, resolving personal problems, completing reports on time and reducing the drop-out rate. If time remains, direct your attention to helping students plan for their future."

While some of these duties—improving learning among students and working with parents—may boost a student's opportunities for the future, such duties are particularly valued for their direct impact on the harmonious environment within the classrooms and among school patrons. Tasks solely linked with a student's future after high-school graduation—developing education and career goals, identifying technical and academic colleges, filling out college and job applications, pursuing scholarships and completing financial-aid forms—are perceived as less important.

Rewriting the job description

We wondered how counselors would allocate their time if they were given the opportunity to redesign their jobs. To explore this possibility, we asked them two related questions:

1. Of the students who could benefit from the various counseling services you offer, how many do you have time to assist?

2. If you could redesign your job to help your students better, would you spend more or less time on each of the counseling tasks?

In the graph below, the "Task" is the particular counseling service. The first column reflects the percentage of 12th-grade counselors who say they are able to help most or all of the

Figure 3

What 12th-grade counselors do vs. what they would like to do

Counselor's Task	% who helped most or all	Would increase time	Would decrease time
Help with personal problems	39%	76%	–
Work on substance abuse	17	43	6%
Explore postsecondary options	66	65	–
Plan how to pay for college	54	40	2
Help with college applications	57	15	6
Help with financial-aid forms	20	7	7
Interview college/voc recruiters	46	11	2
Redirect student toward college	41	70	–
Provide data on job requirements	20	44	–
Provide data on finding jobs	24	37	–
Help with job applications	9	13	6
Help improve study skills	17	61	–

students who might benefit from the task. The second and third columns depict the percentage of 12th-grade counselors who say they would like to increase or decrease the amount of time spent on each task.

According to the information presented in the chart, Hoosier counselors feel they do not have enough time to help all the students who need help. But their other answers tell us they believe they are assisting at least half the college-bound, a fifth to a quarter of the job-bound, and almost two-fifths of students with personal problems.

Responding to family needs

We found that, given the option to reallocate their time on task, the largest percentage of counselors would like to offer more assistance to students with personal problems. Among the least popular duties are "help with job applications" and "help with financial-aid forms."

But our data show that on average, three-quarters of the students and parents don't want help with personal problems. They want ongoing assistance with opportunity decisions that relate to the future. The school counseling office is relevant to them only as far as it helps with these important decisions.

Evidence for this conclusion is direct. Three-quarters of the sophomores and seniors say they have not seen a guidance counselor about personal problems in the past 12 months, and their parents confirm their replies. When we asked teens to name the adult they would turn to for help with school problems, most students list parents, siblings, friends and teachers before they mention counselors. Yet personal and academic counseling functions are the tasks that counselors say they would devote more time to if possible. This choice is based on the seriously pressing needs of a small but substantial percent of the students who do seek or are referred to counselors' help. It is also based on the personal preferences and training of the counselors, which emphasize how the profession can serve the mental and emotional needs of students.

Parents and students want information about the curriculum and where it leads. Because families surveyed told us they want a detailed understanding of the three high-school academic programs, we reviewed the information that Hoosier counselors provide about the programs. We asked a sample of counselors to describe the three programs and explain how they lead to opportunities after high-school graduation. We received

clear responses about the college-prep program and vague answers about the vocational-technical program. A common explanation of the general-education track is: "It's for students who don't know what they want to do in high school or after graduation." Of the three programs, only college-prep was clearly linked to concrete postsecondary opportunities for most of the students enrolled, yet 35 percent or more of students surveyed enroll in general education, and 17 percent enroll in vocational education.

Families also told us they want expert advice and information about postsecondary opportunities related to college and the job market. Again, we sampled counselors and learned that they often rely on the same over-the-counter information that parents can find at a library or bookstore. These include local newspapers, *Barron's Profiles of American Colleges* and catalogues.

Counselors also express doubt about their ability to assist students with career planning. Some 18 percent of eighth- and 10th-grade counselors say they are not adequately trained to help youth with jobs and careers, and almost 38 percent of eighth-grade counselors and 8 percent of 10th-grade counselors harbor similar doubts about their preparation to counsel college-bound students. In response to questions concerning occupations that are "growing," "stable," or "declining," counselors were off the mark in assessing many job opportunities (see Report 5 in this series).

Counselors as gatekeepers

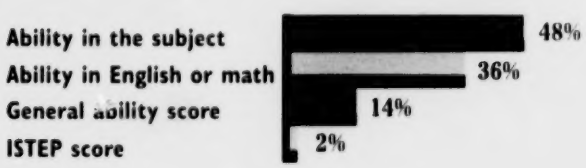
When counselors are not helping maintain the system or responding to family needs, they are filling yet another role: that of gatekeeper. Historically, the gatekeeping or "sorting" function was one of the earliest tasks assigned to counselors. In this role, counselors stand at the various doors to opportunity, using their professional training, personal judgment and status to recommend to students and families the appropriate "door" to the future. The counselor as gatekeeper grew out of the philosophy that not all students should be educated in the same way but should be schooled according to their abilities and interests and society's perceived needs.

Counselors have traditionally been given the responsibility of conducting formal and informal assessments to sort students on the basis of ability, academic performance, personality traits and interests. This practice continues today. In this powerful capacity, counselors recommend academic programs, classes, ability groupings and postsecondary options. Theoretically,

the choices of academic program and courses are the first steps toward a rewarding career. Realistically, these choices often reduce or eliminate career opportunities that the students might wish to pursue later.

Ability grouping is at the heart of the sorting process. Used in most eighth-grade and high-school courses, decisions are often made without general agreement on the criteria for grouping students (see Figure 4). Forty-eight percent of 12th-grade counselors surveyed say grouping is based on student ability in each subject; 36 percent say ability in English and math drives all other groupings. Fourteen percent say that a general ability score is used to place students in classes, and 2 percent say ISTEP scores (Indiana Statewide Testing for Educational Progress) form the basis for groupings.

FIGURE 4:
Counselors describe how they decide which group students belong in



The practice is flawed. Some students can be deprived of rich learning experiences, but more important, others can be robbed of future opportunities. For instance, eighth-graders often select or avoid algebra based on their counselor's advice. In our study we found that counselors are very likely to recommend algebra to students who have either above-average math achievement scores or above-average math grades. They are unlikely to recommend algebra to students who have average IQs, average math aptitude scores or average math grades. Yet the only way students can complete the necessary advanced math classes to qualify them for selective colleges is to take algebra in eighth grade or early in their high-school careers or attend summer school. Unfortunately, average students, who may be quite capable of mastering algebra, often are discouraged from taking it early enough to pursue necessary advanced math courses.

Without question, counselors make suggestions that, if followed, open and close gates to opportunity. Allowing for variation by school, eighth-, 10th- and 12th-grade counselors can sometimes devote as much as 24 percent of their time to this work.

Counselor preparation: Which way is best?

The influence that counselors can wield in the decision-making process is enormous. To exercise the responsibility properly, they need special skills taught in a carefully supervised graduate program. The components of this program have not been the topic of public debate, nor has the counselor's role changed much over several decades.

Until 1990, Indiana required prospective counselors to have three years of classroom experience for entry into counselor-training programs. This requirement has been changed to two years of teaching or a minimum of one year in a school counseling internship.

Nine Hoosier campuses offer two-year master's degrees in counselor education: Ball State, Butler, IU Bloomington, IU Southeast, IU South Bend, Indiana-Purdue at Fort Wayne, Indiana State, Purdue West Lafayette and Purdue Calumet. Class offerings attempt to cover a wide range of material. As a result, counselors-in-training cannot often take more than one course in psychometrics, human growth and development, education and career counseling, working with disturbed children or any of the other substantive areas that relate to the many roles that counselors are asked to fill.

This lack of in-depth preparation at the master's-degree level is crucial. Although counselors who do not hold "life licenses" now are required to complete six credit hours every five years to renew their licenses, there are no stipulations regarding the depth or breadth of course work that counselors must study.

Researchers have identified several areas of knowledge that counselors might find beneficial in their jobs. A widely cited study conducted by Edwin L. Herr, distinguished professor of counselor education at Pennsylvania State University, shows that counselors across the country have very little degree preparation in the analysis of labor markets or in sources and methods of analysis of higher-education institutions and their programs. According to these findings, the understanding of labor markets and analysis of college programs have been sorely neglected in counselor training, their professional literature, professional conferences and in-service training.

Summary: Reinventing the counselor's role

The counseling profession is under fire in spite of ongoing efforts to upgrade the skills of counselors through continuing education. Families say many of their counseling needs are not met, and they wonder why. Students say the counseling services that are emphasized are not relevant to them, and they wonder why.

Counselors often cite time—or the lack of it—as the culprit. Discrepancies exist about how counselors spend their time, how counselors would like to spend their time, how counselors perceive their building principals want them to spend their time, and how their "customers"—students and parents—wish they would spend their time.

To understand the mismatch between what counselors do and what families want them to do, we need to remember several key points. Among them:

- Counselors have been asked to serve large numbers of students and to perform a great many tasks.
- Schools have chosen to use counselors to perform a set of supervisory and clerical duties that consume a significant portion of the day and preempt the professional tasks that are more in line with students' and parents' needs.
- The nature of most organizations (including schools) is to tend to their internal workings first and then to concern themselves with their role in influencing what happens to their clients (in this case, students) after they have left the organization.
- Counselors see themselves as most needed by students with pressing social and personal problems. The situation resembles a family coping with the illness of one of its members. The sick person receives most of the time, attention and money of the family because his or her demands are urgent. In the process, however, the long-term needs of other family members are subordinated or left untended. The ill family member certainly deserves attention, but so do the other family members.

As educators strive to shape the counselor's role, they need to recognize that counseling duties, priorities and goals may need to vary from school to school according to the diversity of the students. Currently, counselors perform similarly regardless of the grades or schools they serve. Our survey revealed that the only major differences across the high-school grades are that counselors for 10th-graders spend 8 percent more time on student personal and academic problems than do senior counselors, and 12th-grade counselors devote 9 percent more time than do their colleagues on issues related to postsecondary education.

Other than in these two areas, we note very few variations in counseling tasks in schools where 80 percent of the students are going to work as opposed to schools where 80 percent of the students are planning to attend college after graduation.

Counselors need flexibility to address the special needs of their particular school populations. But in *all* schools, counselors must also follow well-thought-out criteria for placement of students in groups, programs and classes. *High Hopes, Long Odds* research found no universal agreement among counselors on the criteria they say they use to make placement recommendations. Various criteria need to be examined professionally and publicly, and generally accepted standards—with room for individual considerations—should be established to serve Hoosier students.

Author's thoughts

To play effectively a crucial role in guiding teenagers toward the realization of their high hopes, school counselors must be free to serve as advocates for student opportunity rather than primarily keeping people and schools functioning and serving as gatekeepers. Schools must cooperate by relieving counselors of clerical and supervisory duties and by deciding what portion of their time should go to the social and personal counseling aspects of the job and what portion to planning for students' futures. While many counselors will applaud a decrease in clerical tasks, we hope they will also see a need for a new balance between personal counseling duties and career counseling duties. Both are important, and should be available for families who want them and students who need them. One type of counseling should not preempt the other.

Among the questions we would like to hear discussed—by educators, parents, child advocates and members of the business community—are:

• *How might Hoosier colleges and universities further enhance their counselor-education programs to emphasize services that will more fully meet the needs of families?* Some additions to the curriculum might include: master's-level courses in labor-market economics, educational counseling, career counseling, social psychology and goal setting. By offering reduced tuition to educators who are willing to return to school for classes beyond the required six hours of credit every five years, the state could encourage current counselors to upgrade their skills in these areas.

• *Is specialization by counselors within high-school counseling departments a feasible solution for school populations with diverse needs?* Such a specialized counseling staff might include one or more counselors with dual degrees in counseling and the labor market, counseling and higher education, counseling and social psychology, and counseling and social work.

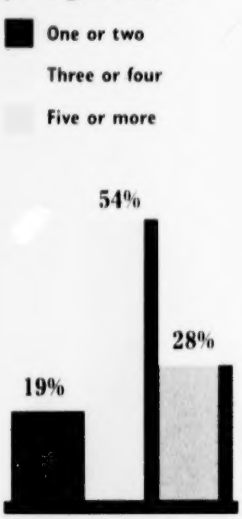
• *Can others help counselors?* What functions can be performed by volunteers? How can social-service agencies provide expert help to students with very serious personal problems and, at the same time, ease the workload of counselors?

• *How can schools promote dialogue among counselors,*

teachers, and other school staff to benefit youth? A more integrated approach to counseling would have counselors, teachers, coaches, and administrators working together to provide guidance and it would have counselors and educators from middle schools and high schools communicating with each other about the students they serve. According to *High Hopes, Long Odds* findings, a great deal of inconsistency exists in the amount and quality of information that is transferred from middle-grades schools to high schools. Eighty-six percent of the middle-grades schools provide ability and achievement scores; 67 percent transfer teacher recommendations. But only 58 percent of eighth-grade teachers and high-school counselors engage in significant discussion about proper program placement.

• *To bring about these changes in counseling services, what initial steps can be taken?* As school counselors, families and community members help shape the counselor's role, they can first determine the guidance services that all students need. Second, the group can examine existing counseling staffs to see if these staffs are large enough (see Figure 5) and have sufficient expertise to deliver the services that the communities agree are essential. (Among the high schools surveyed for this report, 19 percent have one or two counselors, 54 percent employ three or four counselors, and 28 percent have five or more. The size of the counseling staffs does not necessarily reflect the size of the schools or the complexity of the counseling needs. Staff size often is determined by prior enrollment and budget constraints.) Third, it can develop a pool of community volunteers to help with tasks like filling out job and college applications and financial aid forms. Fourth, they can support ongoing and in-depth preparation of counselors through additional course work and by freeing them to go out in the community to businesses and campuses for on-site visits.

FIGURE 5:
How many counselors per high school?



Easing the burden, revamping the mission

It is clear from our findings that Indiana counselors' workloads are too heavy. At the middle-grades level we talked with counselors responsible for a minimum of 316 students in a rural county to a maximum of 708 students in outer Gary. Most high-school counselors surveyed are assigned a student load of more than 200. Just as the number of students varies, so does the diversity among the students. Yet counselors, burdened with too many responsibilities, cannot tailor their services and allocate their time to meet the diverse needs.

We'd like to see the needs of students and families influence the size and goals of the counseling staff, as well as the services that these staffs emphasize.

The counseling office will always be one of the busiest areas in a school—and it should be. But the "busyness" need not be characterized by the frustration and fragmentation that sometimes occurs. With clearly articulated goals, a staff of the right size, and skills to achieve the goals, the counseling office can be the door to opportunity.

—Faith G. Paul, Ph.D.
Public Policy Research Consortium

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three sub-regions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

In the first stage of the sample, schools were selected. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders. Parents of these students and the counselors in their schools also were surveyed.

For further details, see "Technical Appendix," ix, available from the Indiana Youth Institute.

Indiana Youth Institute, 333 North Alabama Street, Suite 200, Indianapolis, Indiana 46204

Who are Indiana's counselors?

Women outnumber men within the Hoosier counseling ranks, according to *High Hopes, Long Odds* findings. The study also shows that most Indiana counselors are white. African-Americans are assigned primarily to schools with high proportions of minority students. Virtually all counselors have master's degrees and are certified in counseling.

Here's a look at the state's counselors as revealed by the research.

Profile of Hoosier high-school counselors

By gender

	Female	Male
12th-grade counselors	55%	45%
10th-grade counselors	57	43
8th-grade counselors	58	42

By ethnicity

	Hispanic	African-American	White	Other
12th-grade counselors	1%	14%	83%	2%
10th-grade counselors	1	18	80	2
8th-grade counselors	—	14	85	1

By education

	Bachelor's	Specialist	Master's	Doctorate
12th-grade counselors	—	4%	95%	1%
10th-grade counselors	—	6	93	1
8th-grade counselors	4	2	90	3

Note: Numbers have been rounded.

Seniors enjoy "instant access"

The majority of high-school seniors in Indiana don't have to make an appointment, take a number, or wait very long to see their guidance counselors, according to *High Hopes, Long Odds* research. Sixty-six percent of counselors surveyed say that 12th-graders have almost instant access to a staff member, and no counselor estimates the wait to be longer than a day or two.

We asked counselors: *"If a student wants to see you, how long does he or she typically have to wait?"*

Here are their responses:

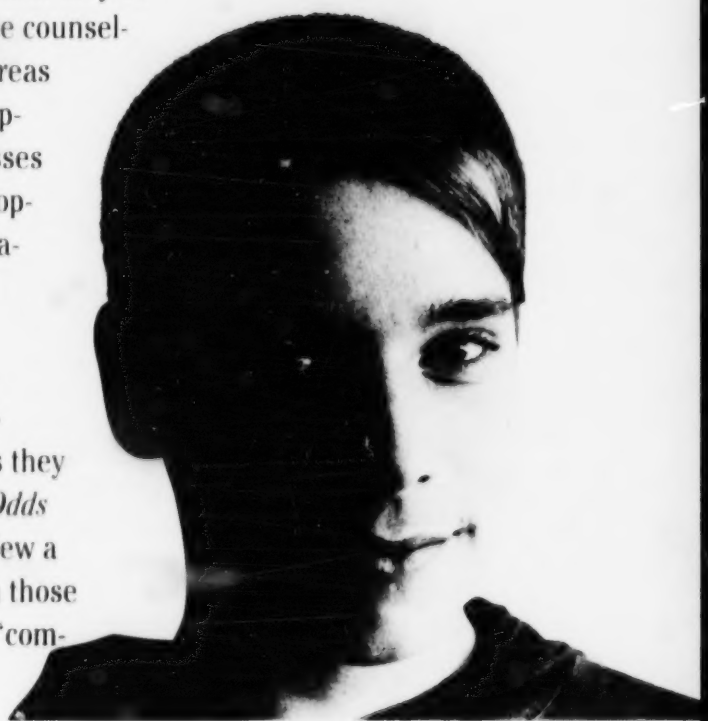
No wait, just walk in	**31%**
A few minutes	35
A few hours	21
A day or two	**13**

Seniors confirm the accessibility of high-school counselors. We asked 12th-graders this question: *"Apart from course scheduling, are you usually able to see a guidance counselor when you need to?"* An overwhelming 87 percent said "yes," 9 percent said "no," and 4 percent replied that they felt "no need" to consult a counselor on issues other than course scheduling.

Counselors assess their training

Indiana requires that counselors be certified and that they be knowledgeable in nine areas of study identified by the counseling profession and its accrediting agencies. These areas include counseling theory, human growth and development, social and cultural foundations, helping processes and skills, group dynamics, lifestyle and career development, appraisal of the individual, research and evaluation, and professional perspectives and coordination with other school personnel.

In spite of the state-mandated curriculum, some Hoosier counselors feel that their college degree programs did not adequately prepare them for the duties they perform on the job. As part of the *High Hopes, Long Odds* survey, we asked counselors of eighth-graders to review a list of counseling tasks and evaluate their training in those tasks as "exceptional," "adequate," "inadequate" or "completely lacking." Here are their assessments.



How would you describe your training in:

Counseling task	Exceptional	Adequate	Inadequate	Completely lacking
Helping students with personal and social problems	60%	29%	10%	—
Counseling students about college	15	44	31	8
Counseling students about jobs and careers	12	69	15	2
Dealing with problems specific to different racial or ethnic groups	21	44	21	12

Note: Numbers have been rounded.

Can we talk?

In spite of parents' requests that counselors spend more time helping students plan their futures, few parents ask to meet with counselors to discuss their children's postsecondary options. As part of the *High Hopes, Long Odds* survey, we asked Indiana counselors to estimate the percentage of parents who meet with them to confer about the vocational or college plans of the students. As the table below indicates, in 53 percent of the schools surveyed, counselors report that 10 percent or fewer of the seniors' parents attend such meetings.

Percentage of seniors' parents who see counselors about "future" issues

In this percentage of schools.	this percentage of seniors' parents see counselors about "future" issues:
53%	0-10%
35	11-25
6	26-50
2	51-75
4	75+

Parents of seniors confirm the counselors' estimates. We asked, *"How often have you or another adult family member met with a school counselor about your son's or daughter's courses or career goals?"* Twenty-three percent said they had done so "at least once a year" since the student's freshman year; 6 percent since the sophomore year; 10 percent since the junior year; 8 percent since the start of the senior year, and 54 percent replied, "Never."

Note: Numbers have been rounded.

High Hopes, Long Odds!

Material for Pocket 7a

Dear Colleague:

Report 7 addresses the issue of educational equity, specifically examining the opportunities available to girls and students of color. The report is being released in two parts. The first report explores the perception of discrimination as well as existing evidence about actual inequalities. The researchers also examine the relationship of such inequalities to school segregation and whether desegregation as now practiced provides a significant solution.

Among the positive findings is the lack of difference between the academic aspirations of African-American and white high-school seniors. Nearly two-thirds of the African-American students surveyed say they believe they have the talent they need for their intended careers and neither a lack of motivation nor low self-confidence is a barrier to their high hopes.

Hoosier teens of African-American and Hispanic descent did not exhibit the "anti-achievement" attitude often cited in the media and by other studies of minority teens. In fact, 45% of the students surveyed said that attending a four-year college is "very important" to their neighborhood friends.

Minority students are, however, unequally concentrated in less demanding academic programs that are not as likely to lead to long-term success after high school.

Poverty continues to be a significant barrier to success for minority youth due to all the social, physical, economic, and developmental problems that accompany concentrated poverty. The schools in this sample with substantial minority enrollment (90-100%) tended to have much higher concentrations of children living in poverty, three to four times higher than predominantly white schools. Students living in poverty exhibit far lower levels of average academic achievement. The report points out that concentrated poverty is strongly related to lower school achievement levels, even if race is not considered. This observation underscores the importance of carefully distinguishing factors attributed to race from those attributed to poverty.

There are several other findings of particular interest that cannot be highlighted in this letter. I urge you to read this report carefully and share and discuss the findings with others. We are interested in hearing about the comments and questions this report raises in your community.

There are no IYI Resource Notes included in this packet. Gender and Race will be addressed in a single set of notes accompanying Report 7b.

Sincerely,

Pat Turner-Smith

Patricia Turner-Smith
Executive Director
Indiana Youth Institute

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High Hopes, Long Odds!

Materials for Pocket 7

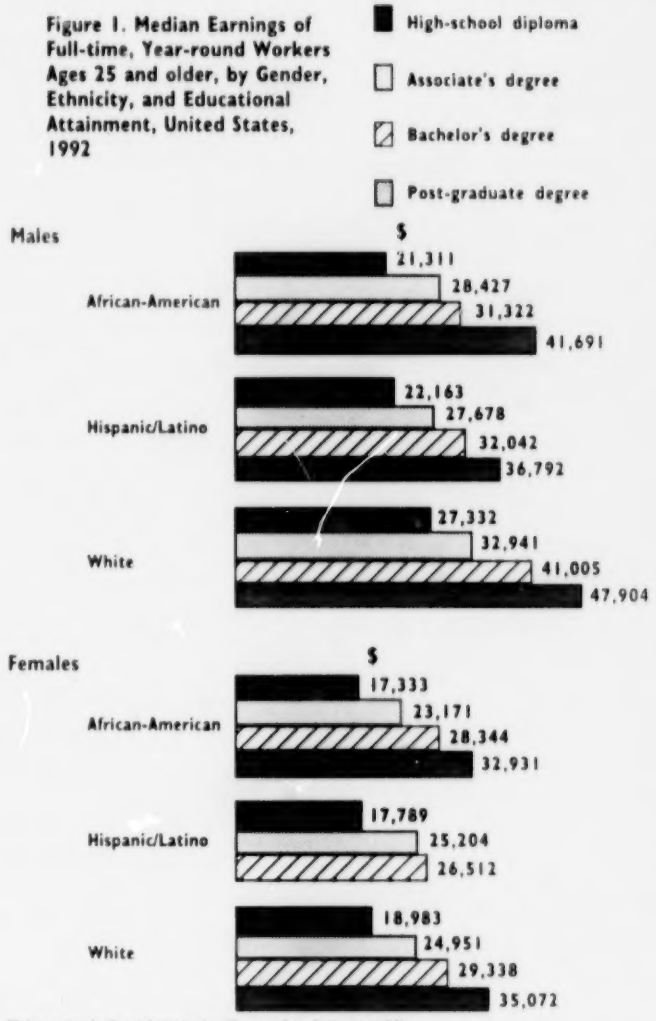
Indiana Youth Institute Resource Notes

Reports 7a and 7b examine some of the ways in which ethnicity and gender are influencing Hoosier high-school seniors' pursuit of the American Dream. This Resource Note explores some additional realities of school life and the world of work that are a part of the road to the future.

Work force inequities. Having a "good job"—one that will support a comfortable life style—is high among the hopes of today's high-school students, whether they are going to college first or directly into the work force. Girls and/or young people of color are entering a world of greater opportunity than their parents' generation found a few decades ago. Traditional inequities persist, however, in the compensation that our nation's workers receive for their labor. The U.S. Bureau of the Census recently released national data for 1992.[1] Gender, ethnicity, and educational attainment all affected the median earnings of individual workers (Figure 1).

Families and households. The Census Bureau analyzes income received by households (any individuals living in one dwelling unit) and families (related individuals living together).Income resources vary widely according to the composition of the family household. Family households headed by married couples, had a median income of $42,140—considerably higher than households maintained by single adults. Median income for family households maintained by men with no spouse present was $30,492. For households maintained by women with no spouse present, median income was only $18,587. According to the most recent national KIDS COUNT report, nearly 28% of Hoosiers younger than age 18 were living in single-parent families in 1991—up from just under 21% in 1986.[2] Most of these single-parent house-

Figure 1. Median Earnings of Full-time, Year-round Workers Ages 25 and older, by Gender, Ethnicity, and Educational Attainment, United States, 1992



*Median earnings for Hispanic/Latino females with post-graduate degrees not available.

Source: U.S. Bureau of the Census, 1993

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holds are headed by women. A larger proportion of African-American households are headed by women who are sole wage earners.

Indiana data. Very few (1%) *High Hopes, Long Odds* respondents saw themselves as full-time homemakers at age 30, a projection consistent with the growing proportions of Hoosiers in the labor force. The census of 1990 showed that most of the state's adults are working. Three-fourths (75%) of all Hoosier men (76% of white males and 66% of African-American males) ages 16 and over were in the labor force in 1990. More than half (57%) of all Hoosier women ages 16 and older (57% of white women and 60% of African-American women) were in the labor force as well. A large majority (77%) of the state's mothers whose youngest child was between ages 6 and 17, and 64% of mothers whose youngest child was younger than age 6, were working.[3]

The median income figures for Hoosier households show the same overall patterns by ethnic group as those found in the national earnings data reported above (Table 1). Incomes in households headed by African-Americans and Hispanics/Latinos were smaller than in households headed by whites.

Table 1. Median Household Income by Ethnicity of Householder, Indiana, 1989

	Median Income $		Median Income as a % of White Household Income	
	Indiana	U.S.	Indiana	U.S.
African-American	19,101	19,758	64.6	62.9
Hispanic/Latino	28,019	24,156	94.7	76.8
White	29,588	31,435	--	--
All households*	28,797	30,056	97.3	95.6

*Also includes Native American and Asian/Pacific Island households.

Source: U.S. Bureau of the Census, 1990

Dropping out of school. Income data from the census show that failure to complete high school can seriously compromise future economic well-being. The *High Hopes, Long Odds* participants were all enrolled in a public school at the time of the study. Thus, the study findings do not include information about the 17% or more Hoosier young people who are not in school. Indiana has been making progress in reducing the annual dropout rate since 1989, but leaving school without a diploma remains a concern. Annual dropout rates per 1,000 Hoosier students differ considerably by gender, grade, and ethnicity (Tables 2 and 4).

Table 2. Dropout Rates per 1,000 Students Enrolled in Grades 7-12 in Indiana Public Schools, by Ethnicity, 1990-91 to 1992-93

	Dropout Rate per 1,000 Students Enrolled		
	1990-91	1991-92	1992-93
African-American	45.4	46.6	38.8
Hispanic/Latino	39.9	45.1	37.4
White	33.0	29.3	28.0
All students*	34.4	31.3	29.2

*Also includes Native American and Asian/Pacific Island students.

Source: Indiana Youth Institute analysis of data supplied by the Indiana Department of Education.

Several interrelated factors often influence students' decisions to leave school. Two characteristics found to be associated with dropping out are low family income and being older than normal for grade level. A national study, for instance, found students above the normal age for their grades to be seven times more likely to drop out between grades 8 and 10 than students who were making expected advancement.[4] That the families of Hoosier students of color are more likely to have lower incomes was shown in the economic data already presented. They are also more likely to be affected by the age factor. African-American and Hispanic students are more often retained in grade in Hoosier public schools than are white students (Table 3). In consequence, they are more likely to be older than their classmates and potentially at greater risk for dropping out. There is strong evidence that grade retention practices influence dropout patterns in Hoosier high schools, particularly in grades 9 and 10.

The state of Indiana has made a commitment to meeting the national education goal of a 90% high-school graduation rate by the year 2000. Raising graduation rates was one goal of the curricular reforms mandated in the Indiana Workforce Development Legislation of 1992/93. Current grade retention and dropout patterns suggest, however, that changes beyond the curriculum will be needed to increase the odds of high-school graduation for *all* students.

Table 3. Annual Rates of Retention-in-Grade, by Gender and Ethnicity, Indiana Public School Students, 1992-93 School Year

	Rate of retention per 1,000 students enrolled in all grades	
	Males	Females
African-American	54	38
Hispanic/Latino	40	30
White	17	10
All students*	21	14

*Also includes Native American and Asian/Pacific Island households.

Source: Indiana Youth Institute analysis of data supplied by the Indiana Department of Education

Table 4. Dropout Rates per 1,000 Students Enrolled in Indiana Public Schools,* by Grade, Gender and Ethnicity, 1992-93 School Year

	Dropout Rate per 1,000 Students Enrolled					
	African-American		Hispanic/Latino		White	
Grade	Males	Females	Males	Females	Males	Females
7	1.5	1.2	0.0	1.4	2.4	0.9
8	4.8	2.7	2.7	4.3	5.7	3.3
9	78.0	66.2	73.6	44.9	41.3	29.5
10	65.2	49.5	73.8	58.8	45.8	38.3
11	62.4	52.9	68.1	55.2	53.0	46.2
12	57.1	43.4	36.7	46.1	44.7	38.7
Ungraded	2.0	19.5	22.2	0.0	4.4	6.9
Total, 7-12	42.9	35.0	40.9	33.7	30.7	25.0

*All students in grades 7-12, 29.3 per 1,000 students enrolled

Source: Indiana Youth Institute analysis of data supplied by the Indiana Department of Education

Notes

[1] U.S. Bureau of the Census, *Money Income of Households, Families, and Persons in the United States: 1992* (P60-184), October 1993.

[2] The Annie E. Casey Foundation, *KIDS COUNT Data Book*, 1994.

[3] Indiana Business Research Center, Indiana University, *Hoosier Family Policy Summit II Source Book*, 1994.

[4] P. Kaufman, "An Analysis of Eighth Grade At-Risk Students in the National Education Survey of 1988," 1991.

About the Indiana Youth Institute

We believe that the state of Indiana can and should become a state that genuinely cares about its young people and that its national reputation should reflect that concern and commitment.

To enhance that commitment, the Indiana Youth Institute works with adults who care about youth.

- IYI advocates for better services for Indiana's young people, both directly and in collaboration with others.
- IYI develops strategies to increase youth-serving professionals' knowledge, caring, and competence.
- IYI cultivates and supports innovative projects that hold promise for improving the lives of Indiana's young people.

We believe that the key to the success of young people is in the hands of the adults who care about them.

IYI is an intermediary agency that supports youth development professionals and decision makers with advocacy, research, and training.

The Resource Center

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people.

Subscriptions Available

A limited number of subscriptions to *High Hopes, Long Odds* are available for those who could not be included on our complimentary list. Send a subscription to a favorite educator, your local principal, the head of your PTA, your local library, the employee assistance director at work, or your friends with school-age children.

Call the Indiana Youth Institute
for subscription information.

Hours: 8:30 am - 5 pm M - F
(317) 634-4222 1-800-343-7060

Resources

A number of efforts are in place at the state level to promote equity in Indiana's schools and work places; three of them are listed below. Many other programs designed to increase options for girls and/or young people of color (some of which have been identified in previous Resource Notes) exist within local communities and individual schools.

Jean Person, Director for Access & Equity
Technical Education
Department of Workforce Development
Indiana Government Center, E204
10 North Senate Avenue
Indianapolis, IN 46204
Phone: 317/232-1823 FAX: 317/232-1815

Since 1976, receipt of federal vocational education act funds has been contingent upon having a state sex equity administrator for vocational and technical education. Sex equity funds have supported a variety of activities for teachers, counselors, and students. Currently, 19 sites are involved in Indiana Vocational Education Equity through Change. This process successfully builds on the strengths in schools and institutions to produce longterm change by "making equity everyone's business." Nontraditional Workplace Internships provide vocational educators and counselors opportunities to "job shadow" in business, industry, and labor settings.

Dallas Daniels, Director, Educational Equity Services
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
Phone: 317/232-0550 FAX: 317/232-9121

The Race and Sex Equity units, both funded through Title IV of the 1964 Civil Rights Act, work together to provide technical assistance to school districts. Programs, methods, and materials for students, parents, teachers, administrators, and other school personnel seek to bring about better understanding of the damaging impact of bias and to promote compliance with state and federal laws, and to foster greater equity in policy and practice.

Lynn Stinnette, Director, Urban Education
North Central Regional Educational Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL 60521
Phone: 800/356-2735 FAX: 708/571-4716

NCREL serves seven midwestern states, including Indiana. The Urban Education Program's mission is to improve education for urban children and youth, especially those who are historically underserved and underachieving. Programs and print and audiovisual materials build the capacity of metropolitan school systems for effective teaching and learning of advanced skills for all students, successful practice for culturally and linguistically diverse learners, leadership for school change and continuous, sustained professional development.

HIGH HOPES

LONG ODDS

RACE:

How Equal Is Opportunity in Indiana Schools?

Race: How Equal Is Opportunity in Indiana Schools?

Indiana is making genuine progress toward racial equity in the schools. But more work lies ahead.

Most minority students are optimistic about their future, are confident about their abilities, perceive less racial discrimination than do their parents, are more satisfied with school guidance services than are their white classmates, and enjoy an integrated circle of friends. Two years after high-school graduation, minority students—and their white classmates—are overwhelmingly convinced of the value of integrated education.

On the downside: Some school-desegregation plans may work better than others; all have room for improvement; inequities still exist, and many minority youth either underestimate or are unaware of formidable barriers to their dreams. Some schools that have strong educational opportunities appear to be less responsive to the needs of minority families.

This is the first of two *High Hopes, Long Odds* reports that examine equal opportunity for Hoosier teens. The second report will deal with opportunity and gender issues. In this report we explore African-American and Hispanic families' perceptions of issues linked to education and careers (see p. 14, Note 1).

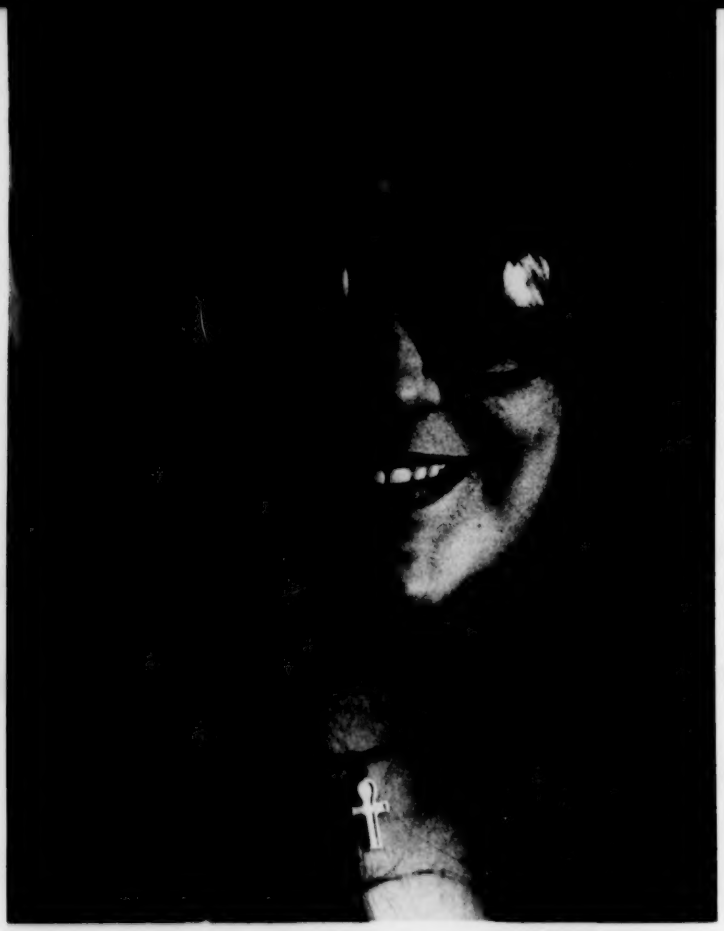
We assess obstacles to opportunity as they relate to the racial composition of schools. We note how some of these obstacles vary in school settings that are concentrated minority (90 percent to 100 percent African-American and Hispanic); integrated-predominantly minority (50 percent to 79 percent African-American and Hispanic); integrated-predominantly white (51 percent to 80 percent white), or concentrated white (81 percent to 100 percent white) (see Figure 1).

Race forms a fundamental cleavage in American society. This study attempts to explore not only perceptions of discrimination, but also existing evidence about actual inequalities. It also examines the degree to

FIGURE 1:

Terms used in this report	Racial representation in school population
Concentrated minority	90-100% African-American & Hispanic*
Integrated-predominantly minority	50-79% African-American & Hispanic
Integrated-predominantly white	51-80% white
Concentrated white	81-100% white

*Note: No schools in the study were in the 80-89% minority category.



which such inequalities may be tied to segregation and whether desegregation as now practiced provides a significant solution.

Racial geography of Indiana schools

Indiana's public school enrollment is more than 90 percent white, in contrast to a national figure of less than 70 percent white. Indiana's enrollment by race in grades seven through 12 for the 1991-92 school year was: 370,683 white; 45,689 African-American; 8,034 Hispanic; 3,040 Asian-American, and 687 Native American. (Because Asian-American and Native American enrollments in surveyed schools were too small to produce significant numbers in our sample, we were unable to include them in this analysis.)

Racial segregation varies among and within districts. The minority students we surveyed in the Gary-Hammond-East Chicago metropolitan area—a region known for school segregation—attend concentrated minority schools. Only 4 percent of the minority students in this area attend integrated-predominantly white schools.

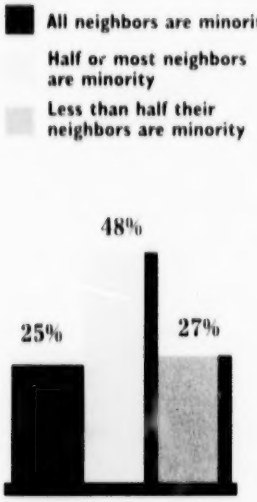
By comparison, more than three-fourths of African-American and Hispanic students surveyed in Indianapolis attend schools that are integrated-predominantly minority. No Indianapolis schools have minority student enrollments that exceed 80 percent. In the Marion County suburbs of Indianapolis, three-fifths of the minority students attend schools that are integrated and predominantly white, and the rest attend concentrated white schools.

In other parts of the state, no school in the *High Hopes, Long Odds* sample has less than 60 percent white students, and 29 percent of the minority students surveyed attend concentrated white schools. In Evansville and Fort Wayne, minority students are nearly equally divided between integrated-predominantly white schools and concentrated white schools. Most of South Bend's minority students attend integrated-predominantly white and concentrated white schools. Each of these cities has had a desegregation plan in place for years, and high-school students report they attended similarly integrated middle schools.

Indiana's students are in schools much more integrated than the Hoosier neighborhoods they live in, which means that the schools bear the principal

burden of overcoming barriers based on race (see Figure 2). Twenty-five percent of African-American students surveyed say they live in all-minority neighborhoods, and an additional 48 percent say their neighborhoods are more than half minority.

FIGURE 1:
African-American seniors describe their neighbors.



Indianapolis, the city often praised for its school-desegregation plan, ranks seventh in residential segregation among the nation's largest metropolitan areas, immediately behind Chicago and ahead of Philadelphia. Gary-Hammond has the second-highest rate of residential segregation among medium-sized communities across the country, after Buffalo, N.Y.

Steps toward equal opportunity

Indiana's African-American and white students, as well as both groups' parents, share the same dreams. As do their white classmates, 65 percent of African-American seniors plan to attend college after their high-school graduation; almost 10 percent plan to acquire vocational training, and slightly less than that proportion plan to go directly to work. There are no differences between the academic aspirations of African-American and white seniors: Three out of 10 African-American students expect to obtain a bachelor's degree, and a similar proportion have their sights set on at least a master's degree. African-American and white parents share equally high hopes for students' academic futures, hopes that are only slightly less ambitious than those of their children.

Eighty-three percent of African-American students surveyed say they believe they have the talent they need for their intended careers, and neither a lack of motivation nor low self-confidence is a barrier to their high hopes. Hoosier minority teens do not report the "anti-achievement attitude" that is evident in studies of other youth, for instance, in the inner-city schools of Washington, D.C. Forty-five percent of Indiana's African-American and Hispanic students say they think attending a four-year college is "very important" to their neighbor-

hood friends, and 31 percent say it is "somewhat important." Eighty-five percent of these students believe that grades are important to their friends.

Integrated optimism?

Minority students and parents in Indiana are optimistic about progress toward fairness in the state's schools. Minority communities across the United States have expressed concern that desegregation does not help if minority students are treated unfairly in their new schools. The Indiana data, however, show that, in the highly integrated schools, most African-American students perceive little serious racial discrimination—although 15 percent do see racial discrimination as a serious problem.

On some issues, both white and African-American students feel their schools need to do more. However, on these same issues African-American students generally express more satisfaction, regardless of the racial composition of their schools.

For example, 33 percent of African-American seniors agree with the following statement: "My school provides me with information and guidance that will help me continue my education beyond high school." Only 22 percent of white students feel the amount of information they receive is adequate (see Figure 3 at the right). Also, a 10th of African-American students and only a 20th of white students are strongly convinced that they received the help they needed to find employment after school.

In another indicator of progress, the majority of Hoosier youth say they are part of a well-integrated circle of friends. Only 21 percent of African-American students and 39 percent of white teenagers say all their friends are of their same racial group. By contrast, 33 percent of African-American seniors and 14 percent of white seniors say about half of their friends come from racial or ethnic backgrounds different from their own (see Figure 4 below).

In Indianapolis only 16 percent of African-American seniors say they have no white friends, and only 9 percent of white seniors report no African-American friends.

Data from suburban Marion County show a remarkable level of friendship among African-American students who are bused from segregated city neighborhoods and white students who come from the predominantly white suburbs. More than 45 percent of the students report they have at least three friends of a race or ethnicity other than their own (see Figure 4 below).

Along with these friendships there is also some racial tension,

FIGURE 3:
"My school provides information and guidance that will help me continue my education beyond high school."

33% of African-American students strongly agree

22% of white students strongly agree

FIGURE 4:
Interracial Friendships

	About half friends of different race		At least 3 friends of different race		No friends of different race	
	African-American	White	African-American	White	African-American	White
Indiana	33%	14%	55%	36%	21%	39%
Indianpolis	20	37	50	71	16	9
Marion County	42	17	55	46	15	32

but the level of tension does not vary across racial composition of schools: More than one-third (35 percent) of minority students report "many friendships between whites and minorities but also some tension." Another third (34 percent) of these students report many friendships and little tension.

The most striking evidence of the benefits of desegregation comes from preliminary results of a follow-up survey of these students (see p. 14, Note 2). Two years after their graduation from high school, African-American and white students are overwhelmingly convinced of the value of integrated education—five out of six favor integrated schools. They are also supportive of the busing required to make integration a reality; more than two-thirds of each racial group believe busing is worth the cost. Students in college, both white and African-American, by large majorities believe that students who attend interracial high schools gain a positive advantage for their later lives.

Obstacles

In spite of successful efforts to desegregate Indiana schools, however, Hoosier minority students are not assured equal opportunity as they pursue their education and career goals. Although similar obstacles thwart white and minority students, some barriers affect a larger percentage of minority students. These include:

- Absence of a college tradition within a family.
- Lack of certain high-school courses.
- Lack of required college-prep courses, programs, or admission tests.
- Inability to finance a college education.

While conducting focus-group sessions with students from Gary and its suburbs, *High Hopes, Long Odds* researchers heard students talk about the influence of college tradition within their families and neighborhoods. Some white students reported that as preschoolers they already knew that their college-educated parents expected them to go to college. They recalled family discussions and talks with school friends that didn't center on *if* they would go

to college but, rather, *where* they would go to college. Because of their parents' expectations and personal experiences, the students and their friends knew about tests, college admission requirements, procedures and timetables.

By contrast, students from families without college experience and living in neighborhoods with few college graduates—frequently African-American and Hispanic—lacked this awareness. Too often they were left to flounder in a complex process that they, their parents, and their peers did not fully understand. Some central-city students told us that in their high schools only a small minority of the students were seen by the faculty and staff as "college material."

More tangible barriers to college admission include a lack of certain required high-school courses, programs, and required college-admission tests. Most four-year colle,es stipulate the successful completion of six to eight credits of high-school math. Algebra and geometry are essential, and, for some courses of study, trigonometry and calculus are mandatory.

However, *High Hopes, Long Odds* findings indicate that only 45 percent of African-American seniors have completed geometry, a "gateway-to-college" course typically taken in the sophomore year of a college-prep program. By comparison, 66 percent of white seniors have earned credit in geometry (see Figure 5).

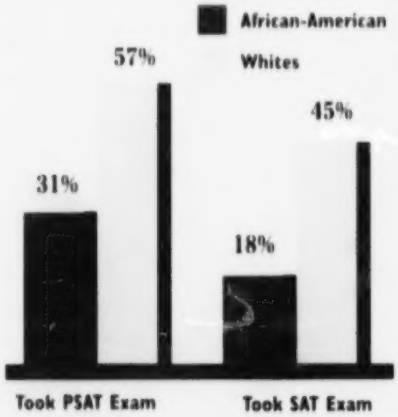
FIGURE 5:
Seniors who have completed geometry.

Slightly less than a third of African-American seniors, however, are enrolled in college-prep programs, compared with more than half the white students. Although African-American students have aspirations much like those of whites, many are not on the path to college.

Less than a third of the African-American seniors participating in the *High Hopes, Long Odds* study say they have taken the PSAT, a junior-year exam that prepares youth for the SAT college-admission test and triggers recruiting mail from many campuses. Only about one-sixth had taken the SAT halfway through their senior year. By comparison, nearly two-thirds of white students surveyed had taken the PSAT, and almost half had taken the SAT (see Figure 6).

Money issues—particularly a lack of funds and a fear about

FIGURE 6:
Seniors and college admission tests.



costs—are central barriers to college for many students, regardless of race. Fifty-one percent of African-Americans and 40 percent of white students surveyed say they don't "have the money to follow the career" they want. Financial aid promises relief and is sought by many. Eighty percent of African-Americans and 64 percent of whites expect to seek assistance from the colleges they attend.

African-Americans are twice as likely as whites (16 percent vs. 8 percent) to pursue ROTC scholarships that are awarded to students eligible and willing to commit themselves to postgraduate military service—a shrinking number in a period of military cutbacks.

Segregation and academic inequality

In its 1954 Brown vs. Board of Education of Topeka, Kan., decision against school segregation, the U.S. Supreme Court concluded that segregated education was inherently unequal. The *High Hopes, Long Odds* study seems to bear that out. The analysis shows that the heavily minority schools in the Indiana sample tend to have much higher concentrations of children living in poverty and far lower levels of average academic achievement.

Schools with higher proportions of African-American and Hispanic students have lower average test scores. Test scores are significantly higher in schools that are majority white. Therefore, when a minority student transfers from a concentrated minority school to a predominantly white school, the student will usually be transferring to a school with higher levels of academic achievement and competition. But students coming into the school will not automatically benefit from the competition—the environment creates the *potential* for gains but not the reality. What happens in school depends on how well schools manage the integration of students to enable them to benefit from the more challenging environment.

The school differences are similar to those observed in other states and relate primarily to the different family backgrounds of students at minority and white schools. Statistics show that concentrated poverty is strongly related to lower school achievement levels, even if race is not considered.

Minority families in Indiana have to cope with economic and social conditions that often have negative impacts on both students and schools with very high concentrations of children living in poverty. State data show that integrated-predominantly minority and concentrated minority schools in our sample have three to four times as high a share of youth in poverty (eligible for free lunches) as schools with concentrated white majorities. Because of all the

social, physical, economic, and child development problems that accompany concentrated poverty, the schools face problems that can cause strong negative impacts on achievement: low parent education, untreated health conditions, negative peer group conditions in the neighborhood, and frequent family moves.

Racial problems in Indiana

The *High Hopes, Long Odds* survey shows that substantial majorities of Indiana high-school students do not report serious problems of racial discrimination. Yet when we look at the education, jobs, housing and income of Indiana families, it is obvious that things work out very differently for minority than for white families.

The 1990 Census reported that Indiana African-American families earned less than two-thirds as much as whites. While white household income just about matched inflation in the 1980s (a 1 percent decline), African-American household income declined 17 percent. In 1989, 34 percent of African-American teens were living in poverty, compared with 9 percent of whites ages 12-17.

It is also apparent, when one checks the achievement levels of heavily minority schools, that the students there are not doing nearly as well as those in the heavily white schools. In other words, it appears that the minority students may be unrealistically optimistic about their future.

Preliminary data from our follow-up survey show that by two years after graduation many more perceive discrimination in college. While only a sixth of minority students surveyed expected discrimination to be a major barrier to their goals when they were high-school seniors, about a third had experienced racial discrimination or harassment since their high-school graduation.

Parental perceptions of fairness

Minority parents' perception of schools offers little comfort to those making simple arguments about the impact of minority, integrated, or white schools. There is some evidence to

support a variety of arguments.

African-American and Hispanic parents in concentrated white schools receive less information on some key issues. They are more likely than minority parents in other schools to say they never received an explanation of differences in college-prep, general, and vocational curricular programs offered in high school (see Figure 7). They are also more likely than other minority parents to say they never received information on what tests to take in order to apply for college (45 percent), information on how low-income families can get help to pay for college entrance test application costs (71 percent), or information on where to get help to apply for a job (66 percent). Minority parents from more integrated-predominantly white schools, on the other hand, are least likely to report these issues as problems.

FIGURE 7:
"Did your child's school explain the differences among the three academic programs?"

57% of minority parents with children in concentrated white schools say "no."
74% of minority parents with children in integrated-predominantly white schools say "yes."

This situation may reflect a general failure of concentrated white schools to provide information and support, perhaps on the assumption that the more highly educated parents do not need it. Small groups of minority families in a school simply may be ignored. It may well be that schools are more conscious of the need to be equitable to minority parents and to develop effective outreach when the minority enrollment reaches a visible "critical mass."

Concentrated minority schools are physically closer and often have a much higher number of minority teachers and administrators. Nonetheless, African-American and Hispanic parents of students in these schools do not perceive them to be more responsive than do their counterparts in concentrated white schools. It may be that the concentrated minority schools are overwhelmed with the problems of inner-city poverty and therefore have less capacity to relate to parents.

In policy terms, the evidence from these data does not sustain arguments that minority parents' needs would be resolved either by returning to segregated neighborhood schools or by sending their children to virtually all-white suburban schools that continued their old ways.

Author's thoughts

The clearest message from these data is that both the concentrated minority and concentrated white schools need to do much better in reaching African-American and Hispanic parents. Indiana's well-integrated schools have much to be proud of. Not only are most minority students in predominantly white schools, but they have tended consistently to attend such schools and to believe that they are being treated fairly in some important respects.

Much more, however, remains to be done. There are large gaps in many important aspects of school experience between whites and African-Americans. Minority students are unequally concentrated in less demanding academic programs that are much less likely to lead to long-term success after high school.

Indiana has accomplished a great deal in moving toward racial justice in its schools, probably much more than many Hoosiers realize. The good news of this study is that the teachers and students in integrated schools have made desegregation work in some important ways. Students and parents believe that they are being treated fairly, and minority students are clearly obtaining access to more competitive schools. Both African-American and white students report many interracial friendships during high school and continue to see integration as an advantage after they graduate.

In a society and an economy where massive racial inequalities remain, however, and where many minority students face discrimination after high school, it is important to consolidate these gains and address the weaknesses identified in the *High Hopes, Long Odds* surveys.

A good starting point would be for educational and political leaders in the state to recognize what the students and the schools have accomplished and to support the completion of the task. These leaders should recognize, applaud and support the high aspirations of the state's minority students, families and communities.

Concentrated white schools—their leaders, teachers, and students—should realize that they need to reach out more effectively, particularly to minority families. Over half the minority families say their children find classes in these schools to be "boring," vs. only 15 percent of minority parents in integrated-predominantly white schools who say the same. Teachers in the concentrated white schools could benefit from

opportunities to learn from the teachers in the well-integrated schools who are reaching non-white children more effectively.

Parents need to feel welcome and comfortable in the schools their children attend. Recruitment of minority teachers and administrators for the outlying suburban white schools would surely help. Counselors and teachers must do a better job of getting information to parents about curricular choices and about the relationship between schools and jobs and schools and postsecondary education (see Figure 8).

In a state where the families and the students want integration but would like more of the advantages of neighborhood schools, it is time to begin to attack seriously the underlying cause of segregation in the schools—intense neighborhood segregation. A serious push on fair housing could help bring communities the clear advantages of integrated schools without the costs of the current levels of busing.

Today's leaders should take further steps to assure that minority students have genuine access to all opportunities within the integrated schools and that they and their families are treated with the respect and support likely to lead to lasting success. Indiana, rarely considered a national leader in racial equity, has a real opportunity to provide a strong, positive model for the Midwest.

FIGURE 8:
Students say they need information about "how to get the necessary training for the job I want."

75% of African-American students agree.

64% of white students agree.

—Gary Orfield
Graduate School of Education
Harvard University

Note 1 — To permit generalization about minority students and families, we over-sampled minority students across the state. The study includes samples of African-American students from several different metropolitan areas with quite different kinds of desegregation plans. The much smaller proportion of Hispanic students in the state allowed us to over-sample these students only in the Gary-Hammond-East Chicago region. Because this is the region with the most segregated schools, responses of Hispanic students (or parents) were combined with African-American students (or parents) in comparisons across schools of different racial compositions. Although minority students were over-sampled, the findings were rebalanced so they would accurately represent the state's population.

Note 2 — A follow-up survey of students who were part of the original High Hopes, Long Odds study when they were high-school seniors has been completed. Almost two-thirds, about 1,200, of the 12th-graders from the original survey were reached for the follow-up survey. Only preliminary data is currently available from this survey.

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three sub-regions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

In the first stage of the sample, schools were selected. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders. Parents of these students and the counselors in their schools also were surveyed.

For further details, see "Technical Appendix," ix, available from the Indiana Youth Institute.

Indiana Youth Institute, 333 North Alabama Street, Suite 200, Indianapolis, Indiana 46204

High Hopes, Long Odds!

Material for Pocket 7b

Dear Colleague:

This is the second of two reports addressing the equality of opportunity in Indiana's schools. Report 7a focused on race. The enclosed report, 7b, examines the role gender plays in Hoosier teens' ability to realize their dreams.

Some of the findings emphasize the fact that we still have a long way to go in closing the gender gap. The study shows that senior girls were more successful academically than boys their same age. More girls were enrolled in college preparatory courses than boys, and girls had higher expectations for earning an advanced degree. These expectations exceed current academic achievement levels for women. National data show that fewer than five percent of white women hold graduate degrees. For African-American and Hispanic girls the discrepancy between their hopes and current reality is even more striking—fewer than three percent of African-American women and only two percent of Hispanic women hold graduate degrees.

Do the odds improve for girls and young women when they enter the workforce? No. According to the U.S. Bureau of the Census, the 1992 median earnings for white men with bachelor degrees were $41,005 compared to white women who earned $29,338. White women with advanced degrees earned $35,072 compared to $47,904 for white males. The median earnings of minority women were even lower.

The *High Hopes, Long Odds* study gives us a wealth of data about Indiana high-school seniors. There is, however, a significant group of students whose voices the study did not capture, those who dropped out before their senior year. Dropout figures are included in the IYI Resource Notes on race and gender because a disproportionate number of minority youth are represented in these figures. In 1992, African-American and Hispanic youth represented 12.5 percent of Indiana's public school enrollment in grades 7-12. They represented 18.6 percent of the dropouts for that same period. We know from other studies that failure to complete high school severely limits future opportunities.

The *High Hopes, Long Odds* series of reports and bulletins consistently shows us that there is a lot that's good about Indiana's students. We have every reason to be hopeful. It also points out that there is much to be done if we are to reduce the odds and increase the opportunities for young people's success. While Report 8 will mark the conclusion of the series, we hope it is just the beginning of action in communities throughout the state.

Sincerely,

Pat Turner-Smith

Patricia Turner-Smith
Executive Director
Indiana Youth Institute

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The Indiana Youth Institute

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HIGH HOPES

LONG ODDS

GENDER:

How Equal Is Opportunity in Indiana Schools?
A Report About Girls

Twelfth-grade girls are outperforming senior boys in Hoosier classrooms. Unlike a generation ago when girls' low educational and career goals may have reflected society's expectations of women, today's teens are confident in their ability and optimistic about their future. What's more, their families support their academic and vocational goals.

But a gap exists between these high-school dreams and workforce realities. Alongside girls' stronger performance and high aspirations are higher obstacles in the labor force. Girls' plans may fall short, aspirations may fail to materialize, and outcomes may not match expectations. Their hopes may be higher than boys', but their odds of success are longer.

If career women battle a "glass ceiling" (an invisible barrier that halts professional advancement beyond a certain level), teenage girls may bump into "glass walls" if they consider venturing from traditional paths of study to nontraditional paths. Findings in a recent report from the American Association of University Women, *How Schools Shortchange Girls*, suggest that subtle yet pervasive barriers limit opportunity and encourage female students to stay with predictable courses of study rather than to explore a broad range of education possibilities and career options.

In our report—the second to examine equality of opportunity in Indiana schools—we focus on three *High Hopes, Long Odds* findings about girls:

- A profile of 12th-grade girls that reveals stronger performance and interest in school compared with boys.
- Evidence, with some exceptions, that shows traditional patterns of course taking and career planning among girls, despite their capability to do otherwise.
- Expressions of great concern by girls about their ability to finance postsecondary education and their need for more information about jobs and careers.

Senior girls: A profile of success

Almost 80 percent of girls and almost 90 percent of boys participating in the *High Hopes, Long Odds* survey say they believe women have an average or better-than-average chance to get ahead in life.

Their optimism seems well founded: Our study shows that girls in Indiana are more academically successful than boys, have higher education aspirations, outnumber boys in college-preparatory programs, and are

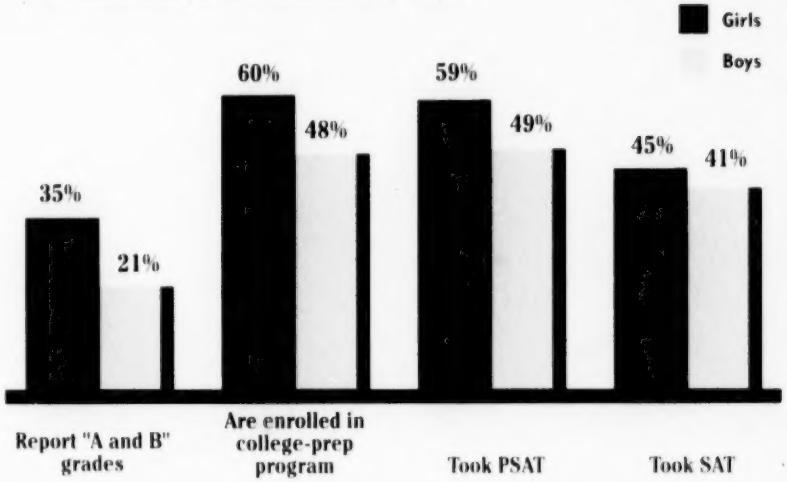
more likely to take the steps necessary to continue their education (see Figure 1).

Specifically, girls are more than one-and-a-half times more likely than boys to report grades of "mostly A" to "half A and half B" and are almost one-and-a-half times more likely to say they are in high-level English classes. Also, 60 percent of girls and 48 percent of boys are enrolled in a college-prep program—a choice that allows students to keep their education options open for the future. Girls are more likely than boys to say they have taken the PSAT (59 percent vs. 49 percent) and the SAT (45 percent vs. 41 percent).

Girls also are more likely than boys to focus on academic goals and to tap school resources in pursuit of those goals. In ranking priorities, a larger percentage of girls than boys cite "good grades" and "being liked by teachers" as "very important" to them. By contrast, girls are less likely than boys to consider as "very important" non-academic goals such as "car ownership," a "wide circle of friends" and "popularity with the opposite sex."

In keeping with their stronger academic focus, a larger percentage of girls than boys consult school counselors about making long-term educational plans, choosing a college,

FIGURE 1:
Girls' academic performance exceeds boys'.



Base: Seniors

completing college applications and obtaining financial aid.

Teachers and counselors might be interested to learn that students participating in *High Hopes, Long Odds* report equal encouragement and assistance from educators. Both girls and boys report similar levels of encouragement to attend college or vocational school. They also report equal levels of access to school personnel. This study does not, however, assess the details of the guidance received in course taking or career choice. Nor does it measure the amount of attention boys and girls feel they receive in the classroom, which other research shows is different for boys and girls.

Just as girls are more likely to seek academic guidance at school, so are they more likely to discuss academic issues at home. Sixty-three percent of girls, compared with 50 percent of boys, say they "frequently" talk with parents about education plans. However, girls are no more likely than boys to speak with either counselors or parents about finding suitable jobs or exploring career options or courses. This is puzzling because girls list "job placement" and "career counseling" among their greatest concerns.

Our survey shows that girls who plan to go directly to work after high school get the least assistance from their schools. More than one-third of work-bound girls say teachers had "no influence" on their choice of courses or program in high school. Only one-fourth or fewer

girls who are continuing their education say teachers had no influence. Work-bound girls are also more likely than other girls to report that their teachers and counselors "have not said anything" about whether or not they should go to college. These girls also are less likely to consult with school counselors about long-term academic plans or information on colleges or financial aid.

On the topic of college, the majority of parents are equally likely to say they support their sons' and daughters' aspirations (see Figure 2). Eighty-eight percent of parents say they think "a lot" about their children's education; 78 percent say they "strongly encourage" and 16 percent say they "encourage" their sons and daughters to continue their schooling. Parents also do not appear to discriminate in their financial support of their children's futures: Parents of boys and parents of girls report similar family savings plans for college.

Regardless of senior girls' decisions to attend college or to enter the job market immediately after high school, they are as confident as boys are about their ability to complete a postsecondary degree. More than half the boys and girls surveyed say they "definitely" have the ability to graduate from college, and a third believe they are "probably" capable of success at the college level. The majority of students—boys and girls—admit their study habits and skills could be improved, but girls are more likely than boys to describe these habits as "not an obstacle" to their future success.

Parents express even more confidence in girls' study habits and skills: 44 percent of parents of girls say these are "not an obstacle." In contrast, just a quarter of parents of boys say the same for their sons.

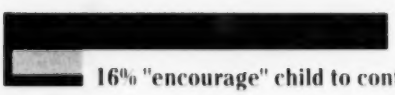
Whatever their future plans, girls and boys are equally sure of their ability and motivation. Seven out of 10 students say that a lack of ability is "not an obstacle" to their futures; more than half feel that lack of motivation poses no problem, although it remains a "minor obstacle" for 35 percent of students. Parents of boys, however, again express more concerns. Only a third of the parents of boys, for example, say that lack of motivation is no problem, whereas more than half the parents of girls have no worries in this area.

The good news from girls and their parents in this study is that girls do not appear to suffer from low self-esteem—academically, at least—as research with adolescents conducted elsewhere suggests. While this study does not examine equally important concerns about adolescent girls' social and psychological self-esteem, this evidence of academic self-assurance reported by 12th-grade girls is an important addition to current research with girls.

Traditional patterns, predictable plans

Unfortunately, Hoosier 12th-graders exhibit little concern about the impact of curriculum choices on college eligibility and career marketability. Many seniors fail to see the connection. Consequently, 42 percent say they did not have a definite

FIGURE 1:
Parental support for children's postsecondary aspirations.



Base: Seniors' parents

plan for selecting courses in high school, although half the seniors surveyed say they already have formulated career goals. The situation is familiar—students know where they want to go but they haven't discovered how to get there.

Recent studies show women with at least eight college-level mathematics credits are more likely to achieve pay equity with men than women with fewer math credits. Hoosier girls, however, are less likely than boys to enroll in important high-school classes such as pre-calculus. Girls are also less likely to enroll in physics, a science course requiring advanced math skills. Sixteen percent of girls surveyed compared with 23 percent of boys have taken or plan to take pre-calculus; 23 percent of girls compared with 37 percent of boys have taken or plan to take physics.

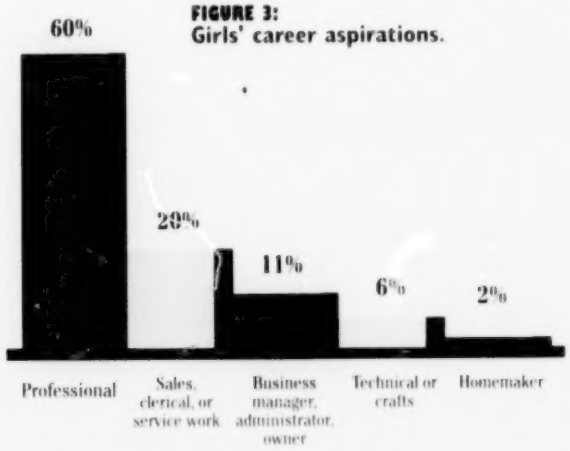
Girls also are half as likely as boys to plan to study math or basic science in college. These decisions are made in spite of recent research that contradicts the old belief that boys are better than girls in such classes. Men may express more confidence in their math and science abilities, but some research has shown that women achieve better grades in these courses in college.

The girls in our study are performing at least as well as boys in math. Girls report that they are equally likely as boys to be in a higher-ability high-school math class—one-third of students say this—and girls are in fact less likely than boys to say they are in a lower-ability-level math class (8 percent vs. 13 percent).

The occupations that Hoosier girls say they want to pursue continue to be mostly traditional and predictable, although they have made inroads in some nontraditional fields. Boys are still almost 20 times as likely as girls to choose engineering as a college major and four times as likely to pursue technical careers. In a break from tradition, girls are one-and-a-half times as likely as boys to say they will major in business. Twenty-seven percent of girls surveyed compared with 19 percent of boys say they plan to study business after high school, but only 11 percent of the girls say they expect to work as business managers, administrators or owners (see Figure 3). Girls are also more likely than boys to aspire to professional careers, such as medicine, law, social work and teaching. Sixty percent of girls vs. 37 percent of boys have these plans.

In other breaks with tradition, only 5 percent of the girls compared with 2 percent of the boys say they hope to teach. Fewer than 2 percent of girls say they plan to be full-time homemakers, reflecting not only the high ambitions of girls in this generation, but also probably a

FIGURE 3:
Girls' career aspirations.



Base: Senior girls

recognition of economic reality. Unlike a generation ago when homemaking was a full-time option for many middle-class women, most women will need to spend a good part of their adult lives in the labor force.

Most women in 20 job categories

Other research indicates that women's choice of a college major is closely related to the career opportunities available to them. While the opportunity gap has narrowed somewhat between women and men in the labor force, it remains wide.

Statistics gathered by the U.S. Department of Labor show that, of 420 job categories, women are still clustered in 20. Women are over-represented in lower-paying jobs: Forty-four percent work in technical, sales and administrative support jobs. Among minority women, occupational segregation is even more extreme than for white women, with Hispanic and African-American women disproportionately employed in low-wage occupations in factory labor and the service industry.

More girls aim for higher higher ed

Although girls' range of careers and fields of study remains limited, their long-term educational aspirations are somewhat higher than those of boys. While roughly a third each of boys and girls say that a bachelor's degree is the lowest level of education they expect to attain, girls are almost one-and-a-half times more likely than boys to say that a master's or professional degree is the minimum they expect to attain (17 percent of girls say this).

A recent report by the UCLA Higher Education Research Institute documents a record number of women in college who plan to obtain advanced degrees. The Institute notes that this may be an "indicator of major social change." If Indiana girls do achieve their goals, they may well be in the forefront of this change. In 1990-91 women earned most of the associate, bachelor's and master's degrees and nearly two-fifths of doctor's and professional degrees. This trend is expected to continue.

Nevertheless, while girls may be edging out boys by earning more graduate degrees, they still may not fully reach the educational goals they seem so capable of achieving. In Indiana, more than 17 percent of senior girls aspire to at least a master's degree, with white, African-

American and Hispanic girls sharing equally high educational goals. These goals far exceed the current academic achievements of women, however, and for minority girls the discrepancy between their hopes and existing educational levels is even greater.

In Indiana, 9 percent of adults have completed their education with bachelor's degrees, and an additional 6 percent have received graduate degrees. National data show that only a small percentage of women hold graduate degrees, and minority women are even less likely to have completed graduate study. Fewer than 5 percent of white women, fewer than 3 percent of African-

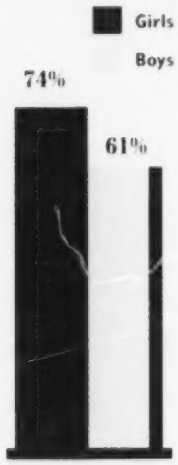
American women, and only 2 percent of Hispanic women have master's degrees or higher.

Wanted: Financial aid & job information

If academic and career dreams fail to materialize for girls, a lack of information about financial aid and jobs may be partly to blame. Almost 50 percent of college-bound senior girls and 41 percent of boys say they need "lots of help" financing their postsecondary education. Seventy-four percent of the girls and 61 percent of the boys who hope to continue their education say they will apply for financial aid, although many of these students express little knowledge of financial-aid programs (see Figure 4).

For example, 30 percent of girls and 21 percent of boys think their family income may be too high to qualify for financial aid; 61 percent of senior girls who plan to apply for aid say they are not aware of the application deadlines. Among those girls whose parents earn less than $20,000 a year, two-thirds are unfamiliar with a program that waives financial-aid application fees for low-income families.

FIGURE 4:
Students' plans to apply for financial aid.

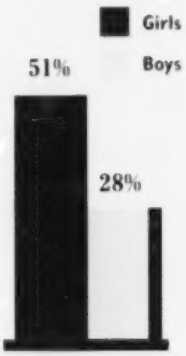


Base: Seniors who plan to continue their education.

Indiana girls' success and active engagement in high school suggest that they would be more likely than boys to continue their academic pursuits immediately after graduation. Surprisingly, this is not the case. Girls are equally likely as boys to say that they expect to be taking academic courses at a two- or four-year college in the fall; two-thirds of students overall have these plans. Girls may have higher aspirations than boys for their long-term educational goals, but their short-term plans are identical. Money seems to be a major factor.

Among students who are not planning to attend college, girls are much more concerned than boys about money issues and are more likely than boys to cite a lack of funds as the reason for not continuing their education immediately after high school (see Figure 5). More than half the girls but only 28 percent of boys say lack of money is a "very important" reason for not attending college. Forty percent of girls and 25 percent of boys say they will work after high school to save money for college. The grades of these students are not disproportionately low, as we might expect: Close to 30 percent of these students report grades of A to B, and more than half report grades from B/C to C (C/D and below, 15 percent).

FIGURE 5:
Money is an important reason for not attending college.



Base: Seniors who say they are not going to college.

Other research indicates that economic issues do in fact affect girls to a greater extent than boys. Research notes that, since women earn on average less than men, they are more dependent on their families for financial support for higher education. It follows that minority women, whose families tend

to have lower incomes than white families, will face even greater economic obstacles to their continued education.

In addition to their concern about money matters, girls are more likely than boys to express a need for job and career information. Girls are also twice as likely as boys to say they "don't know" whether jobs in traditionally male-dominated careers, such as factory labor, are shrinking, growing or remaining stable. Girls are twice as likely as boys to say they don't know the projected earning levels of certain jobs.

Whether girls enter the labor force immediately after high school or following college or graduate school, they are likely to earn less than men—75 cents for every dollar. National data show that the median annual earnings for men who work full-time is $23,000, compared to $16,000 for women. Even women who work in the same occupations as men receive less pay for the same work: The median wage for male health technicians, for example, is $30,000, close to 25 percent more than the median salary of $23,000 for women in this occupation. In some cases the national median salary for men is nearly twice that for women; men in financial and realty service occupations earn a $39,000 compared with $19,000 for women.

There are, however, a few areas where inequities no longer exist. The median salary for non-college teachers is $32,000 for both men and women; however, as is true for Indiana students, only a small percent of students plan on entering the teaching profession. Computer operators also tend to earn similar salaries regardless of gender, around $25,000; however, the girls in Indiana may not benefit from the pay equity in this field since they are far less likely than boys to say they will follow technical careers.

Thus the school-to-work transition—whether from high school to work or from college or graduate school—has a clear gender component. The courses girls take in high school and college, and the fields they choose to pursue, can diminish the inequities they are likely to face.

Summary: Higher hopes, longer odds

The profile of 12th-grade girls in Indiana is generally a positive one. Reports of their academic efforts—from parents and the girls themselves—show them to be outperforming boys in the classroom. Girls are more realistic than boys in describing their strengths and limitations, are more confident about their academic capabilities, and more optimistic about their futures. These characteristics are in sharp contrast to a generation ago when low expectations from parents, teachers and counselors—and correspondingly low educational and career aspirations of girls themselves—were the norm.

More good news: Girls and boys perceive equal support from counselors, teachers and parents in pursuing education after high school. Parents confirm this in reporting similar savings plans to fund their sons' and daughters' college aspirations.

The bad news: Girls, like boys, lack adequate information about financial aid. Girls are much more concerned than boys are about money matters and may be facing more barriers than they are aware of in their education and career expectations. In spite of their stronger academic performance, they are no more likely than boys to say they will continue their education immediately after high school. Among students who are not planning to attend college, girls cite money as the reason more frequently than boys do.

Finally, our research shows evidence of little progress out of traditional fields for girls in their selection of curricular paths and career plans. Aside from breaks with tradition that show a greater percentage of girls than boys planning to study business in college, the choices of courses and occupations follow predictable, sex-stereotyped patterns. This tendency to limit themselves to "female" fields of study, along with persistent barriers to opportunity and advancement in the workforce, almost guarantees that women will not achieve the financial success that their optimism and high-school success suggest.

Authors' thoughts

The report on girls' education issued by the American Association of University Women states that educational policy rarely attends to issues specific to girls. We hope that findings from this study can help fuel initiatives that take advantage of the current wave of public interest in achieving equitable education for girls. This interest, informed by evidence from research, can provide Indiana with a rare opportunity to design and implement successful programs and policy that can be of immense and lasting benefit to girls.

Girls face subtle and not-so-subtle obstacles to opportunity. Concerns about college affordability, a lack of information, and the tendency to follow predictable courses of study may result in Hoosier girls' failing to realize their education and job goals.

And in spite of their optimism and strong academic achievement in high school, girls will enter a workforce that, on average, pays women less than men and keeps the majority of women segregated in low-paying jobs. Minority women face educational and career obstacles even more formidable than those faced by white women. Based on *High Hopes, Long Odds* findings, we suggest programs and policies that focus on awareness and action:

• Girls need more information about course choices and career options early in their education so they do not automatically follow well-worn paths through high school to work, college or vocational school. Such information should be delivered to girls in such a way as to encourage them to consider a wider range of study, including advanced math and science courses that traditionally have attracted more boys than girls. This can be accomplished by using existing programs that help girls identify their interests and explore a full range of career options for women. Alliances should also be formed between girls and women in business, medicine and other fields. Girls need access to women in many fields to learn about what it is like to be a woman in different work settings. Girls themselves should play a central role in developing programs designed for their benefit.

• Girls need more facts about money—financial aid, potential earnings of certain careers and the salary inequities that women traditionally face in the job market. For example, they need to know that a sizable percentage of women working outside the home are in part-time positions that offer lower wages, fewer (if any) benefits than full-time work, and no protection against unemployment.

Until existing inequities are rectified, girls need to be prepared both psychologically and practically for the realities of the labor market. Programs that address the obstacles faced by women would help girls anticipate those obstacles and work with their teachers and counselors to develop strategies to manage them.

• Programs also should address specific issues for work-bound girls. Educators need to make more efforts to reach out to girls who are not bound for college after high school so these girls have an equal opportunity to make informed decisions about their future.

Hoosier girls have sent a strong message to the state: They have every intention of working outside the home after they finish their formal education, and they intend to make significant economic contributions to their communities. It seems important, therefore, that this formal education be as extensive as the students are willing to pursue. Since girls have exhibited their ability to do required work in high-school math and science—32 percent of girls and 34 percent of boys report they are enrolled in a higher-ability math class—they should be encouraged to continue these studies at the next level. Indiana needs all the expertise it can muster to compete successfully in the economy of the future.

Parents and educators are witnessing girls' optimism, confidence and performance. Now, barriers in school and in the labor force must come down so increasing numbers of girls will explore new territory and include a wide variety of career destinations they previously would not have envisioned or known how to reach.

—Amy Sullivan
with Ellen Snee and Katie Weinger
Graduate School of Education
Harvard University

Note: Questions about girls are those that we have brought to the analysis rather than questions built into the design of the High Hopes, Long Odds study. Our interpretations of responses here are thus constrained by the limits of gender-specific information available. Because the survey did not inquire about a number of issues that may more directly affect girls' lives—such as adolescent pregnancy, sibling care, domestic/family responsibilities, sexual harassment, and the like—some important concerns or obstacles for girls may be missing from the story we present here.

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three sub-regions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

In the first stage of the sample, schools were selected. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders. Parents of these students and the counselors in their schools also were surveyed.

For further details, see "Technical Appendix," ix, available from the Indiana Youth Institute.

Indiana Youth Institute, 333 North Alabama Street, Suite 200, Indianapolis, Indiana 46204

High Hopes, Long Odds!

Materials for Pocket 8

Dear Colleagues:

During the past nine months I've had the opportunity to talk with many of you regarding the dissemination of the *High Hopes, Long Odds* reports. Our attempt to provide you with data in a form that can be quickly read and easily distilled has proved popular. Among a select group of you, *High Hopes, Long Odds* is also known as the ENERGIZER battery study—"It just keeps on going!"

The ENERGIZER is winding down. Enclosed is the final installment, Report 8, "Next Steps: Exploring the Options, Improving the Odds." The authors have spent the past two years traveling Indiana, listening, responding to questions and concerns, and learning more about the changing face of education in Indiana. In this final report they summarize key findings from previous reports and examine possible remedies to the problem of unfulfilled dreams.

Among the topics addressed are:

* The role of state government in bridging the opportunity gap
* The promise and peril of Tech Prep
* Gateway tests—An open door to failure?
* Core 40—Is Indiana ready?
* Financial barriers to college—What can the state do?
* The role of schools in bridging the opportunity gap
* The challenge of resource allocation—What will it take to make a change?

You may be surprised to read that some of Indiana's most well-intentioned remedies present new obstacles and barriers to Hoosier teens realizing their dreams.

This month's IYI Resource Notes includes an overview of current education policy initiatives and notes some important questions that remain unanswered. Also included is a feedback form. Please tell us how effective *High Hopes, Long Odds* reports have been from your perspective.

I believe in that old adage, "Where there's a will, there's a way." The response to *High Hopes, Long Odds* from educators, community leaders, media, policy-makers, business men and women, and families has been heartening. Together you have recognized the urgency to increase opportunities for our youth. That's the first step in building public will. I encourage you to enlist others in finding ways of increasing the odds for young people in your community.

Sincerely,

Pat Turner-Smith

Patricia Turner-Smith
Executive Director

The Indiana Youth Institute

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Indiana Youth Institute Resource Notes

During the past several years, Indiana has made a number of changes in state policy that address issues raised in the final *High Hopes, Long Odds* report. Among the issues that recent state policy addresses are high-school academic programs, career guidance for students, transition from school to work, and access to higher education. The Workforce Development Act, passed by the Indiana General Assembly in 1992, is the source of many of these new policies. These resource notes provide a brief description of some of the most relevant policies and a list of the agencies that administer them.

High-School Academic Programs

As Table 1 indicates, state law defines a variety of different academic programs that high schools are to make available to students—the basic diploma, the honors diploma, the Core 40 college preparation program, and the Technical Preparation program (widely known as Tech Prep). Although they are defined separately, it is possible for students to complete more than one of these programs simultaneously. Core 40, Tech Prep, and the honors diploma all meet the basic diploma requirements. Through careful course selection, a student can meet the requirements of both Tech Prep and Core 40. As a result of legislation passed in 1993, all high-school students are required starting in 1994-95 to pursue either the college preparation program, the Tech Prep program, or a combination of the two. This requirement is intended to eliminate the general studies track from the options available to high-school students. In addition, students will soon be required to pass a "gateway" examination administered in the 10th grade.

Core 40 College Preparation Program

Starting with students who are in ninth grade in 1994-95, Indiana's state four-year colleges will require 40 semester credits in specific high-school courses for admission. Core 40 is the result of a provision of the Workforce Development Act that required the Indiana State Board of Education to define a college preparation program. It also reflects an agreement among the Governor, the Superintendent of Public Instruction, the Indiana Commission for Higher Education, and state higher education institutions. As noted in Table 1, students who wish to attend college have to take more courses in mathematics and laboratory science than is specified for the standard diploma, and their courses focus on academic subjects widely regarded as prerequisites for college success, notably literature and composition, algebra and geometry, and foreign language.

Tech Prep Program

By 1994-95, all high schools in Indiana must offer students an elective Tech Prep program. Tech Prep replaces existing vocational education programs throughout the state. It is intended to introduce students to academic skills in English/language arts and mathematics through courses that apply these skills to practical, technical, and career-oriented problems and situations. Tech Prep also requires students to receive instruction in career options and to complete a core of course work in an occupational cluster such as health care, business, or agricultural science, depending upon the clusters that each high school chooses to offer.

Gateway Examination

Students who intend to graduate in 1997-98 or thereafter will be required to pass a new state gateway examination to receive their diplomas. Administered initially in 10th grade, the gateway examination will ascertain whether students have mastered essential skills in English/language arts, mathematics, and other subjects as defined by the Indiana State Board of Education. The examination will include multiple-choice questions similar to those on the ISTEP tests, constructed-response questions that will require students to provide their own answers, and performance questions that will require students to apply the essential skills to complex, realistic problems. Students who fail any part of the examination are required to enroll in high-school courses in the subject failed until they pass the examination at a subsequent administration of the test. The gateway examination is part of a state-mandated testing system also including grades 3, 4, 8, and 12 that will replace the current ISTEP program in 1995-96. State law requires that student performance on the gateway and grade 12 examinations be recorded on students' transcripts.

Career Guidance Programs

Several elements of state policy deal with the issue of student career planning.

Career Education

The 1992 Workforce Development Act requires Indiana public schools to provide career education to all students in grades 1 through 12 starting in 1994-95. In grades 1-5, this education is to focus on career awareness, in grades 6-8 on initial career information, in grades 9 and 10 on career exploration, and in grades 11 and 12 on career preparation. The Indiana Department of Education (IDOE) is to make model curricula, teacher guides, and instructor seminars available to public schools.

Student Career Plan

In ninth grade, all public school students are to develop a career plan that identifies their career goals, selects courses from the college preparation and Tech Prep programs, and ensures that, if completed, the students will graduate from high school and be eligible for post-secondary education.

Model for Developmental School Counseling Programs

In response to the General Assembly's adoption in 1991 of a resolution to refocus the role of the school counselor on career and occupational guidance, the IDOE and the Indiana School Counselor Association developed a model for school counseling programs. The model does not impose requirements on schools but simply provides guidelines for program development and improvement. The guidelines define a comprehensive school counseling program as including three domains of equal importance—the personal-social, the educational, and the career-developmental. The guidelines recommend (a) eliminating non-counseling duties (for example, scheduling classes and recording grades) from counselors' assignments; (b) limiting system support duties (for example, program management and research) to 10-20 percent of counselors' time; and (c) expanding counselors' classroom activities, individual planning, and personal counseling. According to a survey conducted by the Indiana School Counselor Association, 72 percent of Indiana's counselors report that they are implementing all or part of the model.

School-to-Work Transition

The career guidance programs noted above all speak to the plans and actions that students take to facilitate their entry into the adult workforce. In addition, the Workforce Development Act of 1992 included several other provisions that may ease this transition.

Portfolios of Student Work

By the 1998-99 school year, schools will be required to maintain portfolios of student work that may, with the student's authorization, be released to prospective employers. Portfolios will give students the opportunity to display a variety of educational achievements, from test scores to art work, and will enable teachers to evaluate learning over time. The IDOE is currently developing statewide standards for the content and use of these portfolios.

Workforce Development Centers

The Indiana Department of Workforce Development currently maintains centers in 16 locations around the state. Indiana law requires these centers to assess individual skills, provide information about career training and the labor market, administer the gateway examination to out-of-school adults, and assist employers in assessing skill and training requirements for their employees. These centers can act as resources to schools and individual students in career development and guidance.

Workforce Development Partnership Plans

School corporations, area vocational schools, Ivy Techs, and state institutions of higher education are required to enter into regional agreements that define the technical education programs to be offered in the region and that coordinate programs at the secondary and postsecondary level and programs offered by different institutions at the same level. These agreements are to meet guidelines jointly developed by the Superintendent of Public Instruction, the Commission for Higher Education, and the Commission on Vocational and Technical Education. The first plans are to be submitted by the fall of 1994. These plans have the potential to improve the fit between school and postsecondary vocational programs and between those programs and employers' needs.

Access to Higher Education

Like other states, Indiana operates with the federal government to provide financial assistance to college students. In addition, the state supports two other efforts to enhance student access to postsecondary education.

ICPAC (Indiana College Placement and Assessment Center)
Funded in 1987 by the General Assembly through the Indiana Commission for Higher Education, ICPAC has been providing free services by mail and telephone for Indiana high-school students seeking information on postsecondary education and assistance with admission. Among these services are (a) mailings to all ninth-grade students with advice about how to plan high-school course work for entry into college and technical education, (b) a hotline to answer parents' and students' questions about postsecondary education, and (c) a variety of free publications on such subjects as career choice, college choice, study skills, and financial aid.

Twenty-First Century Scholars Program
Established by the General Assembly in 1990, the Twenty-First Century Scholars Program promises necessary financial support for students from low-income families who fulfill a pledge to graduate from high school, attain a cumulative grade point average of 2.0 (on a 4.0 scale), and apply for college admission and financial aid. Under this program, qualified high-school graduates can receive assistance for up to four years of postsecondary education in vocational or bachelor's degree programs. Thus far, more than 21,000 students across the state are enrolled in the program.

Resources

Academic Programs
Office of Program Development
Indiana Department of Education
State House, Room 229
Indianapolis, IN 46204-2798
Phone: 317-232-9157

Guidance
Student Services
Indiana Department of Education
State House, Room 229
Indianapolis, IN 46204-2798
Phone: 317-232-9111

Indiana School Counselor Association (a division of the Indiana Counseling Association)
P.O. Box 40065
Indianapolis, IN 46240
Phone: 317-846-0499

School-to-Work Transition
Indiana Department of Workforce Development
10 North Senate Avenue
Indianapolis, IN 46204
Phone: 317-232-7670

Access to Higher Education
Indiana College Placement and Assessment Center (ICPAC)
2805 East Tenth Street
Bloomington, IN 47408-6263
Phone: 812-855-8475
Hotline: 1-800-992-2076

Indiana Commission for Higher Education
101 West Ohio Street
Indianapolis, IN 46204
Phone: 317-232-1900

Table 1: Course Requirements in Various State-Defined High-School Programs				
	Number of Semester Credits Required			
Subjects	Standard Diploma	Core 40/ College Prep	Tech Prep	Honors Diploma
Academic Core	**20**	**26-28**	**20**	**28**
Language Arts	8	8 limited to: Literature Composition Speech	8 including: Tech Literature Tech Communication	8
Mathematics	4	6-8 limited to: Algebra I Geometry Algebra II Trigonometry Calculus	4[c] including: Algebra I Geometry	8 including: 2 Algebra I 2 Algebra II 2 Advanced 2 Other
Science	4	6 lab science limited to: 2 Biology 2-4 Chemistry/Physics 2 Advanced	4 including: 2 Biology 2 Chemistry/Physics	6 including: 2 Biology 2 Chemistry/Physics 2 Advanced
Social Studies	4 including: 2 U.S. History 1 U.S. Government 1 Other	6 including: 2 U.S. History 1 U.S. Government 1 Economics 1 World History/ Geography 1 Other	4[c] including: 2 U.S. History 1 U.S. Government 1 Other	6 including: 2 U.S. History 1 U.S. Government 3 Economics/World History/Geography
Other Academic	**0**	**8[a]**	**3-5**	**8-10**
Foreign Language	0	[a]	0	6-8[d]
Fine Arts	0	[a]	0	2
Computer	0	[a]	[c]	0
Technical	0	[a,b]	3-5 in an occupational cluster	0
Other Courses	**2**	**2**	**2**	**2**
Health & Safety	1	1	1	1
Physical Education	1	1	1	1
Electives	**16**	**2-4**	**11-13**	**9-11**
TOTAL	***38***	***40***	***38***	***47***

[a] May be chosen from language arts, mathematics, lab science, social studies, foreign language, fine arts, computers, or technical.

[b] If used to meet 8-credit Other Academic requirement, must involve a minimum of 6 credits in sequence from a single technical field.

[c] Tech Prep must also include instruction in basic statistics, economics, and computer applications.

[d] 6 credits in one language or 4 in each of two languages.

The Indiana Youth Institute gratefully acknowledges the contribution of the Indiana Education Policy Center's School of Education Office for this issue of *Resource Notes*. We also thank the Gianturco Company, Mill Valley, California, for their continuing consultation throughout the *High Hopes, Long Odds* project.

Throughout the dissemination of *High Hopes, Long Odds*, we have received a wide variety of suggested solutions to the issues raised in the reports. If you would like a list of those suggestions, send a self-addressed, stamped envelope to the Indiana Youth Institute with your request.

Issues for Discussion

by Eldon C. Ruff, Ph.D., N.C.C.
Professor of Counseling and Human Services
Indiana University South Bend

High Hopes, Long Odds, an indictment or a challenge? Is your cup half empty or is it half full? Is it partly cloudy or is it partly sunny? The *High Hopes, Long Odds* study can be viewed in a number of different ways. I believe that the intent of the study was to analyze the perceptions of students and their parents in order to improve the opportunities for young people in the state of Indiana. With this perspective in mind, it is imperative that we view the report as a challenge for all of us to work together to improve the opportunities for Indiana youth to realize their dreams. If we can learn from history, we know that we have the capacity to make dramatic changes in the way we do things. We have seen the transition from an agricultural society in 1900 where 85 percent of the workforce was involved in agricultural production to the point where only 2 percent is involved today. We have seen America change from a manufacturing society with 70 percent of the workers engaged in manufacturing in 1950 to only 15 percent in the year 2000. As we move into the information society with over 44 percent of the workers engaged in the processing of information in the year 2000, new challenges are presented to the young people preparing for a world that you and I have not experienced. Our encouragement comes from history and the successful transitions we have made in the past and from the current focus on educational reform and the desire of business, industry, government, education, and the general public to work together to meet the challenges of the 21st century.

As we study the report, we can identify a number of critical issues that must be addressed if we are to make the changes necessary to move into the next century and to help Indiana youth realize their dreams. Some of these issues are as follows:

- If parents are the number one influence on students' educational and career planning, how can we more effectively involve them in the information flow and the decision-making process?

- If students going directly into the workforce from high school are the most neglected in terms of having information and support, how can we involve the business sector and the community at large in providing current workforce information, and how can we provide greater support and assistance from school personnel?

- If the majority of the new entrants into the workforce will need postsecondary education, how can we provide all students with the academic background, the information, and the financial assistance necessary for success?

- If girls have stronger academic performances in high school than boys but often limit their career choices to a few traditional careers, how can we help them expand their horizons?

- If information and planning for postsecondary education and careers are needed before students reach high school, how do we systematically provide such help? Do we need a comprehensive, developmental guidance and counseling system from kindergarten through grade 12?

- If counselors are not adequately prepared to provide the information, support, and planning necessary to help all students enter postsecondary education or the workforce, how do we work with the colleges and universities, the Indiana Department of Education, business and industry, the schools, and others involved to train new counselors initially and upgrade the skills of current counselors so that they are adequately prepared?

Questionnaire Draft for High Hopes, Long Odds

Please take a few minutes to provide us with feedback about the *High Hopes, Long Odds* project.

ZIP CODE_____

1. Please grade the *High Hopes, Long Odds* project (A is excellent; F is poor)
   - ____ Appearance of reports
   - ____ Clarity of reports
   - ____ Usefulness of kit/holder
   - ____ Usefulness of the information
   - ____ Timeliness of the information
   - ____ Credibility of the information
   - ____ Serial distribution of the information over nine months

2. *High Hopes, Long Odds* data were presented in a variety of ways. Grade each of the presentations as follows: A is excellent, F is poor, X if you did not personally experience the presentation.
   - ____ Reports
   - ____ Bulletins
   - ____ IYI Resource Notes
   - ____ Public Broadcast Station TV Town Meetings
   - ____ Speech by *High Hopes, Long Odds* researcher or spokesperson
   - ____ Indiana Higher Education Telecommunication System (IHETS) teleconferences
   - ____ Local discussion meetings conducted by *High Hopes, Long Odds* facilitators
   - ____ Local print and electronic press coverage

About the Indiana Youth Institute

We believe that the state of Indiana can and should become a state that genuinely cares about its young people and that its national reputation should reflect that concern and commitment.

To enhance that commitment, the Indiana Youth Institute works with adults who care about youth.

- IYI advocates for better services for Indiana's young people, both directly and in collaboration with others.
- IYI develops strategies to increase youth-serving professionals' knowledge, caring, and competence.
- IYI cultivates and supports innovative projects that hold promise for improving the lives of Indiana's young people.

We believe that the key to the success of young people is in the hands of the adults who care about them.

IYI is an intermediary agency that supports youth development professionals and decision makers with advocacy, research, and training.

The Resource Center

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people.

Subscriptions Available

A limited number of subscriptions to *High Hopes, Long Odds* is available for those who could not be included on our complimentary list. Send a subscription to a favorite educator, your local principal, the head of your PTA, your local library, the employee assistance director at work, or your friends with school-age children.

Call the Indiana Youth Institute for subscription information.

Hours: 8:30 am - 5 pm M - F
(317) 634-4222
1-800-343-7060 *(in Indiana)*

3. Please list a problem identified in the *High Hopes, Long Odds* study that is the most serious in your community.

_____

_____

_____

4. How likely is it that you, personally, will participate in the solution of the problem you identified?

____ Very likely ____ Somewhat likely ____ Not likely

5. If you have specific solutions in mind that will solve one or more of the problems *High Hopes, Long Odds* identified, please tell us what they are so we can share them with others across our state.

_____

_____

_____

_____

6. If grant money were to become available to help with a solution to the problem you identified, would you like to be notified? (If "yes", please supply name, organization, and address)

____ Yes ____ No

Name (Optional) _____

Please tear off the questionnaire portion, then fold so our address faces out; stamp and mail your response to us.

Thank you for your thoughtful answers and help.

Affix First Class Postage here

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8

HIGH HOPES

LONG ODDS

NEXT STEPS:

Exploring the Options, Improving the Odds.

By Gary Orfield and Faith G. Paul

"If it ain't broke, don't fix it."

Hoosiers who cling to this adage might shrug off *High Hopes, Long Odds* findings as interesting reading but not reason for reform. After all, the state's education system "ain't broke." Classes meet, teachers teach, students learn, and seniors graduate—just as they always have.

And that's part of the problem.

Indiana's labor market has changed radically in the past several years, but public education hasn't kept pace. Too many teenagers with great expectations for the future select academic paths that once intersected with jobs but now lead nowhere. Too many parents, convinced that their children need more education than their own generation did, are ill-informed about college costs, entry requirements and financial-aid options. Too many counselors, burdened with system-tending duties, do not provide the academic and career guidance that families say they must have if they are to help their teenagers plot the steps to their future.

After two years of crisscrossing the state, compiling our surveys and listening to many youngsters, parents and high-school counselors share their concerns about education, we believe Indiana *can* and *must* retool its schools to meet the current and future needs of students and the demands of the economy. Unless action is taken quickly, Indiana could find itself struggling to compete in a global marketplace with an underprepared workforce. Today's youth risk entering adulthood without adequate preparation to pursue their ambitious education and career goals (see Figure 1). They could face a future marked by fewer opportunities and harder times than the future their parents faced.

High Hopes, Long Odds researchers Gary Orfield and Faith G. Paul have led this study of opportunity and Hoosier youth. Orfield is professor of education and social policy at Harvard University's Graduate School of Education and the Kennedy School of Government. Paul is president of the Chicago-based Public Policy Research Consortium.

Education shapes opportunity

We began *High Hopes, Long Odds* with the conviction that all students deserve the opportunity to realize their dreams. We knew that individual interests, strengths and weaknesses are key factors in determining any teenager's future, but we also

FIGURE 1: Seniors who believe they are able to complete college.

knew that education shapes opportunity in two ways:

- Through state laws that address workforce preparation, graduation standards, testing programs, admission criteria for postsecondary education, and funds to support public education from kindergarten through college.
- Through local schools that deliver academic programming and do or do not make available to students specific courses, education and career counseling, help in the selection of postsecondary vocational and academic campuses, information about financial aid, and advice on the rapidly changing labor market.

We also suspected that for education to properly shape opportunity in the 1990s, schools might have to change their ways. To test these perceptions, we set out to learn the status of opportunity in Indiana. How equal and available *is* opportunity? What obstacles stand in the way? For young women? African-Americans? Hispanics? White students? Economically disadvantaged students? Does opportunity vary from rural to suburban to urban regions of the state?

We surveyed more than 5,000 students, their parents and high-school counselors to learn the answers to these questions. We found survey participants eager to speak up and be heard. In fact, the response rate was the highest ever achieved by a study of this kind—an astonishing 91 percent of the youth responded, 88 percent of the parents, and 93 percent of the counselors.

Our eight reports, released monthly since September 1993, document participants' aspirations, concerns and fears as they relate to education and career opportunities. The reports explore the connections between the aspirations of youth and the forces that prevent those aspirations from coming true. We examine the six education crossroads where life-changing decisions are made; we assess the barriers to higher education; we trace the school-to-work transition; we review the multifaceted role of the guidance counselor, and we evaluate how race and gender affect opportunity.

Now, in this final segment of the *High Hopes, Long Odds* series, we go beyond reporting data to suggest alternative ways of approaching and dealing with the problems the study has identified. We outline changes that—if implemented by state lawmakers and local school communities—will expand opportunity for Hoosier youth.

What is the role of state government?

As we consider state government's role, we offer thoughts about how opportunity may be enhanced or restricted by

Tech Prep, competency testing and Core 40, three programs created by the legislature to improve school-to-work and school-to-college transitions.

Our study looked at academic programs and found that, of the three academic programs in place when we began our research, only the college-prep program keeps open all doors to opportunity. The other programs—vocational and general studies—exclude classes that provide knowledge and skills employers are seeking or that are required for admission to many colleges. The vocational program only minimally relates to the labor market and to postsecondary technical-training opportunities, and the general-studies program shows no evidence of connecting with the marketplace in any way.

Indiana's General Assembly recognized the dilemma and enacted workforce-development legislation while our research was in progress. This statewide initiative eliminates general studies and attempts to link schools to work through a Tech Prep program set for phase-in over four years, beginning in 1994. Tech Prep students will enroll in "applied" English, math, science and social-studies courses that are supposed to be separate but equal to the courses taken by college-prep students. In addition, Tech Prep students will select a "career cluster."

Proponents of the new program say it is versatile and will prepare students for either the job market or for postsecondary education. Looking at what is happening as Tech Prep is being shaped in Hoosier schools, we have some doubts about whether that can be possible.

Tech Prep problems?

On the national level, Tech Prep and school-to-work legislation call for three components:

- School-based learning that begins with career exploration and counseling, then selection of a career major, and a program of study in high school that integrates academic and vocational education;
- Work-based learning that includes a planned program of job training, paid work experience wherever possible, and workplace mentoring and instruction, and
- Connecting activities that help students who have completed the program find appropriate jobs or continue their education and training.

States that have become national models tried to build a curriculum starting with the workplace by working with leaders in business and industry to identify the career areas that would form the basis for the Tech Prep program.

Because they started with the workplace and worked back to the classroom, two results were probable: The work-based component would not be ignored or lost, and what went on in the classroom would be related to the work-based components.

Indiana has done the opposite. It has spent at least three years changing the school-based learning in English, math, science, and social studies. These changes have occurred without identifying career areas, working with business and industry to plan the work-based component, establishing internships, or relating the school-based component to work-based needs.

We applaud the Indiana legislature's efforts to encourage a curriculum that is linked with the needs of the economy, but we see problems with Tech Prep. For instance, advocates of the Tech Prep program claim that the curriculum will prepare its students for success either in the vocational world or college. Unless the new Tech Prep courses are intellectually rigor-

ous, students may suffer on admission and placement tests. As college admission tests increasingly emphasize complex reasoning and writing skills, it is imperative that all curricula, including Tech Prep, provide good training in these skills.

Classes that traditionally have prepared students to score well on the SAT or ACT tests could easily be omitted from the Tech Prep curriculum to make room for career-cluster courses. Alternatively, they might be spread over a longer period of time, thus limiting access.

Since many colleges use SAT or ACT scores to determine student eligibility, low scores could translate into fewer choices for college-bound teens. Even if Tech Prep youth get into college, they may find college-level classwork difficult to master because they haven't taken certain preparatory courses in high school.

Another problem is one that has been identified in other states that have initiated Tech Prep. There is evidence to suggest that in other states it is the college-prep students who are taking advantage of Tech Prep's workplace opportunities to test out their career aspirations. Unfortunately, the average or under-achieving youth who were the original targets of the reforms are not reaping the rewards of the programs.

If Hoosiers want to offer a Tech Prep option in their schools, we recommend four considerations:

- That any proposed occupational clusters be clearly aligned with real sectors of tomorrow's labor market;
- That the link between these clusters and the job market be constantly monitored to make sure it is intact;
- That students and their parents understand the career options that evolve from the Tech Prep program, and
- That program overseers keep in contact with Tech Prep graduates to learn how they fare in the job market and in postsecondary education programs. Such information should be passed on to the counseling offices for dissemination among students considering the Tech Prep option, and the option should be redesigned as warranted.

We're pleased the general-studies program no longer is part of the high-school curriculum in Indiana, but we are concerned that something similar—a set of courses that leads nowhere—could re-emerge in the future.

We encourage the state department of education, leaders of school districts, teachers' organizations, administrators and schools of education to work together to move away permanently from any kind of general curriculum and to eliminate low-content classes that some students described to us as "blow-off courses." We continue to argue that all courses should have rigorous content and be taught vigorously by teachers who are well prepared in the subject matter.

What about "gateway tests"?

High Hopes, Long Odds shows that 91 percent of Hoosier seniors believe they are able to complete college and that the majority plan to attend college immediately after high school. We are concerned that their opportunity will be limited—not expanded—by Indiana's new mandatory 10th-grade "gateway" competency exam.

Some Hoosier officials suggest that the test will be a major force for educational improvement and will result in higher levels of academic preparation. Their theory is that the test will drive achievement; that when a state raises the barrier to college, students learn

to jump higher. Opponents of the test warn that the only measurable increase linked to the exam may be an increase in the high-school drop-out rate. Because as many as 40 percent of 10th-graders are expected to fail the Indiana test, the results could necessitate widespread remedial programs that were not funded in the legislation that created the exam.

Many states have tried mandatory testing with little success. Increased testing depletes instructional time, is costly, has not resulted in additional learning, and has directed the curriculum toward test preparation. Students who fail are embarrassed in front of their friends and are forced to repeat their experiences in classes with peers at least a year younger. Being over-age in class is one of the strongest predictors for dropping out.

Unless educators radically change the learning experience the second time around, the students face a similar fate: failure. Many youth assume that failure is inevitable and avoid it by dropping out of school. This is evident in Florida, where the high-school drop-out rate has increased and community-college enrollment numbers have diminished since the introduction of a gateway test.

Some effects of mandatory testing are illustrated by the ninth-grade mathematics test currently in place in Ohio. Two-thirds of Cleveland ninth-graders failed the test, and two-fifths of the seniors, after many testings, still faced denial of their diplomas. Even after test scores were released in May, 21 percent of Cleveland seniors were threatened with losing their diplomas, compared with only 5 percent statewide. The NAACP sued the state government for the racial effects of the test on Cleveland minority students. As a result, the state signed a settlement in May that provided two additional testings, an oral exam and $1 million for remediation. The U.S. Department of Education's Office for Civil Rights initiated an investigation of the test to determine whether or not the disproportionate impact on minority students represented racial discrimination by the state government, given the curriculum available to minority students. That investigation continues.

Some students will have taken this test many times; their school careers will have hung on passing it for years. Some have dropped out, and the school systems have directed intense pressure and resources on this single measure of achievement. A well-intentioned reform has become a bitter bone of contention and may lead to a question about whether a single absolute measure is justifiable without a requirement that the state actually provide equal opportunity to learn to all groups of students.

We do not believe that all testing is bad or that the new Indiana test could not be used effectively to measure *school* accountability. Testing can be helpful if it is used as a benchmark for assessing a school's ability to meet the needs of students and the labor market. Tests can diagnose educational problems, help target schools where students are not learning much from year to year, and can trigger excellent reform programs. They also can identify students who need academic support such as peer tutoring or summer school. Policy-makers must, however, be aware of problems that accompany a heavy reliance on testing. When a test is used as a gate to future opportunities, it ends up punishing rather than helping the student.

On balance, we conclude that many gateway tests do more harm than good.

Introducing: Core 40

Midway through the release of the *High Hopes, Long Odds* reports, the state board of education and the Indiana Commission for Higher Education met jointly and adopted a policy that recommends tougher college-entrance requirements. Key components of the "Core 40" plan call for the adoption of a uniform college/technology preparatory curriculum for Hoosiers who hope to continue their education after high school.

We see benefits and drawbacks to Core 40. The benefits for many students can be better preparedness in knowledge and skills necessary for success in jobs and college. But we think the demanding entrance requirements might diminish opportunity for students in low-income areas that are served by high schools with limited curricula. We also think that preparation for college involves more than merely completing lists of required courses. It is important to consider the availability and content of the courses, ways to make the courses accessible and relevant to students from different backgrounds, and strategies to build into the curriculum helpful study skills that our research shows many high-school students lack.

As a matter of fact, Indiana high-school students reported that their lack of study skills was the second most important barrier to the realization of their goals (see Figure 2). The basic study skills—note-taking, how to do research, how to summarize and interpret complex material, habits of systematic homework and meeting deadlines for major projects—are serious obstacles because mastery of these skills is fundamental to success in college and in the workplace.

FIGURE 2:
Seniors' perceptions of obstacles to their futures*

	Major Obstacle
Lack of money	24%
Poor study habits/skills	22
Poor school preparation	14
Lack certain courses	14
Lack college-prep program	14
Lack college placement tests	13
Lack self-confidence	13
Lack motivation	13

*Fewer than 10% rated any other obstacle as "major."

We are concerned that the discussion about tightening up the high-school curriculum tends to focus on increased course requirements, not on what the courses actually contain. The state assessment program, if it successfully evaluates higher-order skills acquisition, will very likely document the need for such work. Documenting the need, however, is not the same thing as providing the necessary instruction.

On the school-district and academic-department level, there needs to be serious discussion about how the acquisition of these basic study skills can be built into the educational experience of all high-school students. This is one of many ways in which the *High Hopes, Long Odds* study suggests that high school cannot be simply a set of unrelated courses but needs to be a coordinated effort of advising, informing and educating a student to meet the actual requirements of college or a job.

Before Core 40 is phased in with this fall's ninth-grade class, we would ask educators and state officials to answer these five questions:

- Do all the schools have sufficient sections of the Core 40 courses, staffed by an adequate number of qualified teachers? (Small rural schools sometimes

have to offer courses every other year or send students to other schools to take classes not available at their schools.)

• Does the content of each course have as its basis the knowledge that will make students truly competent?

• How will the state's postsecondary campuses react to a transcript that lists "applied" English, math, science and social studies classes?

• Are the elementary schools in Indiana meeting the mathematics needs of students so that youth are ready for algebra in the eighth or ninth grade and geometry in the 10th grade? (Unless the necessary infrastructure is in place at the elementary- and middle-school levels, large groups of students—African-Americans, in particular—will not be able to take the math courses necessary for college admission.)

• Which students are likely to benefit and which students are likely to be harmed by this policy in the first five years of its practice? (When higher-education admission standards have been raised in other states, the promised funds for rural, low-income and minority schools often have not been forthcoming. Consequently, important and sizable groups of students can be denied opportunities because of a lack of resources.)

State policies have to be more than well-intentioned. They have to be connected to the realities of the world. We would recommend that implementation of Core 40 be postponed until the five questions we have posed above can be answered in such a way as to ensure equal opportunity for all students. Otherwise, Indiana could inhibit rather than enhance the chances of teenagers realizing their high hopes for the future.

Can the state help lower the cost barrier to college?

Tuition at Indiana colleges has increased faster than family incomes; at the same time, the level of government financial aid available per student has fallen. The heightened demand for college aid is apparent in the upswing of applications for assistance. Although the state has increased student aid, the amount has had to be divided among a growing number of applicants. At the same time, the major federal program of grant assistance, the Pell Grant program, faces similar challenges. This means that money, the obstacle that Hoosier students and parents cite in our survey as the most serious barrier to college (see Figure 2), is growing more serious. Interestingly, Hoosier girls—some of the state's best-prepared and most ambitious students—see college cost as a larger barrier than the boys do.

Our research identifies several dimensions of the problem: Many families simply do not have the funds to meet college expenses; many families have little knowledge or information about college costs and financial aid; many families require help in preparing financial-aid applications.

One program that addresses some of these concerns is the 21st Century Scholars Program, established by the legislature in 1990. This program is a good idea and should be fully funded and augmented with strong counseling to help connect the students to colleges and get them through the application processes.

Indiana needs tuition and financial-aid policies that enable all students with academic ability to pursue a bachelor's degree at a public campus. Significant changes in tuition and financial-aid policy may be needed.

What's more, the state should launch an information blitz to ensure that all families

know how much college costs and how to gain access to the higher-education system. The information-dissemination techniques developed by the Indiana College Placement and Assessment Center (ICPAC) should be expanded. ICPAC has made a number of positive changes and recommendations in response to our information from Indiana students and parents. Future efforts should include public service announcements on radio and television, mass mailings and a well-publicized statewide hotline.

All families receiving food stamps or any other form of public assistance should be informed of their children's eligibility for financial aid. An information-exchange system between public assistance and financial-aid agencies should be developed so a family need not prove its poverty repeatedly.

Every Hoosier community has residents who have the expertise to fill out complex forms. The financial-aid system and the paperwork it requires are incomprehensible to many families and can create insurmountable barriers to college. We have evidence, for example, of talented students with high grades enrolling in a non-college curriculum early in high school because their parents see no way to meet the financial obligations of college. We believe that business owners, accountants, attorneys and other local professionals would be willing to help families who are trying to surmount these financial barriers. The simple act of bringing together members of the same community could mean the difference between a teenager's failing or succeeding in realizing his or her life's dreams.

What is the role of the school?

We have known for many years the ways that states shape educational opportunity. What we haven't known is how schools shape opportunity. This knowledge may be one of the most valuable contributions of *High Hopes, Long Odds*. By surveying parents, students and guidance counselors, we now have their insights about the pivotal role that schools play in opening and closing doors to opportunity.

Based on our research, we have identified seven essential ways schools further or withhold opportunity. These seven functions are so important for opportunity that performing them properly for all students must be considered a fundamental school responsibility.

Fundamental Responsibility #1: Relevant academic programs

The fundamental responsibility of schools is to offer learning programs that are relevant to the economy and the individual opportunity of students.

We urge Hoosiers to vigorously discuss the academic programs in place now and those being introduced in the state's schools. These programs not only shape the future of individual students, but also the future human resources of the Indiana economy. Do the programs meet the needs of the 1990s and beyond? Is college prep providing necessary study skills? Is Tech

Prep off on a wrong course? Why are traditional vocational studies being maintained?

Fundamental Responsibility #2: Honest and fair advice

Our research shows that counselor information and advice about choosing an academic program, especially about the nature of the choices, has the potential to influence every educational decision that students make in high school. The choice of program determines the courses students take, the educational and career plans they design, the postsecondary activity they select, and the strategy they follow to enter the labor market.

Guidance counselors should ask three questions about any academic program before they recommend it to students:

• *Does it keep future options open?* A program should allow students to pursue a variety of paths after high-school graduation—jobs, military, vocational school or college. At the time we collected our research, only the college-prep program kept all options open.

• *Is it relevant?* A program should connect directly with real sectors of tomorrow's labor market, whether students plan to enter the marketplace immediately after high-school graduation or after additional schooling.

• *Has the program been fully explained to the student and the student's family?* Before teenagers commit to an academic path, they should know exactly the opportunities that remain open as well as those that are closed because of the selection. Full disclosure is essential.

Fundamental Responsibility #3: Accessible gatekeeping courses

Are the gatekeeping courses open to all students? This is absolutely essential for opportunity. This process includes two challenges: The first is making sure students and parents know which courses open and close the gates to life-shaping opportunities; the second ensures that these important gate-opening courses are available to all students who want to take them.

Hoosiers need to be aware of what is happening in other states to open up gatekeeping courses. Some are providing a single set of courses for all students that include all or most of the gatekeeping courses. Others are providing a two-tiered academic and applied curriculum. This fall, Indiana will phase in a two-tiered curriculum that will provide two versions of algebra I and II, geometry, biology, physics and chemistry. One tier (academic) is geared to the college-prep students; the second tier (applied) is aimed at the Tech Prep students and includes only some of the gatekeeping courses. State policy mandates that both sets be given equal value, but will they? And is some enough?

Fundamental Responsibility #4: Educational and career planning

The difference in the high-school experience of students with plans for four years of high-school courses and career plans versus students without such counselor-assisted plans was so great that providing help with these plans must be offered at every school. Such plans need to be developed in the seventh or eighth grade and modified as the student progresses through high school.

The purpose of a plan is not to force students to make career decisions early in their experiences, but rather to ensure that they make no academic decisions that might close doors to

opportunities that they later wish were open.

The critical question is "Who will sit down with students and parents to design plans and review them regularly?" The task calls for understanding the student, the labor market and various education requirements. The counselors say they are too busy to do it for more than just a few. If they can't do it, perhaps other professionals or well-trained volunteers can. The job must be done.

Fundamental Responsibility #5: Expertise in selecting postsecondary campuses

High Hopes, Long Odds found that counselors have very little preparation in their master's programs in understanding the differences among postsecondary campuses and advising students on choosing the right colleges. Also, they receive little information to help them develop these skills from professional journals, institutes and in-service training programs. Their assistance is fundamental in shaping opportunity for students and the Hoosier economy.

We'd like to see counselor-education faculties at various state universities design courses for counselors-in-training and counselors already active in the field. The curriculum would offer information on analyzing postsecondary schools and connecting students with campuses that are appropriate to their needs. We think that the large numbers of students who change campuses during their postsecondary experience are proof that the pre-enrollment advice they received wasn't on target. When a counselor really understands students and campuses, that counselor can make recommendations that provide for a better fit.

Fundamental Responsibility #6: Labor market assistance

We were dismayed to learn that no high school in our survey could report current labor market information or that community employers visit with students to discuss labor-market trends or specific job needs. If there is to be any rational distribution of employees to the labor market, the work-bound students must understand the nature of the economy and find a useful and rewarding place in it. It is good to know that the Department of Workforce Development has plans to provide more current labor market data to schools.

Schools need to be enterprising and build meaningful partnerships with the business community. More than merely coming to a class and discussing a certain business or industry, these key community partners need to help shape the school-to-work curriculum, participate in career exploration programs, offer apprenticeships and part-time work opportunities. Besides the obvious benefits of such a program, students might learn how opportunity is enhanced with postsecondary training, and employers can identify future members of their workforce.

Fundamental Responsibility #7: Adequate information and help

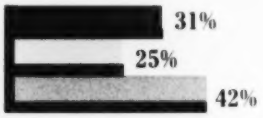
Counselors are the point persons responsible for imparting information and helping students with educational and career plans, with postsecondary choices, financial aid, and access to the labor market. Our findings show that counselors work hard to meet the perceived priorities of their principals, but those priorities do not focus on these fundamental elements of opportunity. Most families

surveyed say their needs are not being met. For example, more than two thirds of seniors' parents say they did not receive academic program information in time—or they didn't remember receiving it at all (see Figure 3). Students and parents say they are not getting the information and assistance they need to meet these fundamental tasks and make the life-shaping decisions that *High Hopes, Long Odds* has identified as crucial to opportunity.

We believe counselors need better preparation, better information, and greater freedom from noncounseling tasks so they can deliver the education and career guidance that families require. We'd like to see clerical duties handled by clerks, computers, student aides or parent volunteers. Help beyond the counselor's office also is needed. For example, it would be more powerful and credible for students to learn about job opportunities and marketable skills from employers or persons working in a field rather than from school counselors.

A number of options are available for responding to counseling needs. One is to increase the number of counselors and hope they will respond to the requests aired by students and parents who participated in our study. Another is for counselors within each school to specialize, with some limiting their practice to social and personal problems and others focusing on the educational and career needs of students. A third option is to bring in community mental health workers to help families who are trying to deal with serious social and personal issues and have counselors work on education and career plans—or—have counselors work on social and personal problems and bring in others to give education and career counseling.

FIGURE 3:
When seniors' parents receive high-school program information.



Note:
Due to multiple responses, figures do not total 100%.

Tough choices ahead

Many of the changes we recommend in this report will cost money. If no additional resources are available to address Indiana's educational problems, Hoosier policy-makers face tough choices. They either can try to carry out their expanding tasks by reorganizing and redirecting the use of existing resources or they can respond to educational needs with rhetoric that promises action but produces few results. We hope they will not choose the latter.

In some areas, however, no amount of flexibility can erase the need for financial resources. For example, where expensive equipment is needed to link vocational instruction with the contemporary workplace, a lack of funds almost guarantees obsolescence. As a result, a program as well-intentioned as Tech Prep becomes an empty slogan.

The shortage of information and counseling services, as documented by our study and discussed earlier, suggests a need for more counselors, a reduction of their workloads, training in the science of job-market and college-program analysis, and an ongoing supply of up-to-date facts about education and the economy. No one disputes the importance of these needs, but no major proposals have come forth to fulfill or fund them. We agree with policy-

makers who believe money should never be wasted and that resources should be recycled from ineffective and obsolete programs. However, at some point new monies must be allocated if education is to keep current with the rapidly evolving marketplace. A society that refuses to invest in its children—living symbols of the future—surely is on a path to decline.

Essentials of opportunity

Moving an institution as large and complex as public education in new directions is an enormous challenge. Goals must be identified, responsibilities assigned and resources provided. A place to start is with the adoption of a set of essential obligations that, if followed, will guarantee maximum opportunity for Indiana's youth. We recommend a 14-point plan:

- Schools will fulfill the seven fundamental responsibilities as discussed above—for all students.
- Students and their families will meet with counselors when the children enter middle school to discuss opportunities in the job market and requirements of postsecondary education.
- Parents-school conferences will be held yearly from middle school on to shape and modify academic and career plans.
- Counselors will be equipped with up-to-date information about jobs, wages and job qualifications, and about postsecondary education to share with families.
- Counselors will be relieved of clerical duties and given a manageable number of students to advise on educational, career and developmental issues.
- Students will be informed of the opportunities and limits imposed by certain academic choices on their career aspirations.
- Parents will ensure that students' work schedules do not interfere with studies.
- Employers will not tempt students with full-time jobs during the school year.
- Vocational programs will preserve eligibility for postsecondary education.
- Members of the business community will visit schools to explain the reality of the job market and make employment contacts.
- Girls will be encouraged to explore academic classes and career options that many have avoided in the past.
- Families will be informed about the availability of financial aid.
- Community members will help families complete financial-aid forms.
- State legislators will keep college costs affordable and will provide financial aid to students who need assistance.

Conclusion: What's next?

A study's response rate is a good indication of how seriously its findings should be taken. Did the researchers gather data from only 20 or 30 percent of the targeted group? In our case, as we have stated, the response rate was a phenomenal 90 percent.

A second important question is, how representative of the total population was the sample? The *High Hopes, Long Odds* sample was so representative that it is impossible to say the students, parents and counselors included in the study were different from those not surveyed. It also is impossible for any Hoosier to say that "these findings may apply elsewhere in the state, but not in *my* community." The information supplied by participants in our survey was representative of the entire population of eighth-, 10th- and 12th-grade students, their

families and counselors in their schools. We drew an accurate statewide sample and we found few regional differences. Thus, we believe the issues we raise must be taken seriously by all Indiana residents, whether they live in rural, suburban or urban Indiana; in the northern, southern, central, eastern or western parts of the state; in areas of affluence, moderate or low income; in communities that are predominantly white, African-American or Hispanic.

We've been heartened by the response our study has generated throughout Indiana. Key stakeholders—educators, community leaders, media, policy-makers and families—have been sobered by the findings, have recognized the urgency to increase opportunities for teenagers, and have expressed a willingness to participate in an effort to do so. For the first time in a state's history, a scientific study has given its students a voice. The message they've sent is clear. As an editorial, published in the *Fort Wayne Journal-Gazette*, summarized:

"Despite the tremendous distractions in their lives and heartaches most of us adults can only guess at, most of them want to make something of themselves... They've bought the American dream. Let's not let them down."

High Hopes, Long Odds is based on the Indiana Youth Opportunity Study. Researchers used a two-stage, clustered, stratified random sample, representative statewide and regionally for six regions and three sub-regions. The sample was designed and drawn by the National Opinion Research Center (NORC) in Chicago, Illinois.

In the first stage of the sample, schools were selected. Then a sample of students was drawn from the selected schools. The final sample included 1,735 twelfth-graders, 1,726 tenth-graders and 1,726 eighth-graders. Parents of these students and the counselors in their schools also were surveyed.

For further details, see "Technical Appendix," ix, available from the Indiana Youth Institute.

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Parents eye obstacles to goals

A larger proportion of African-American parents than white parents see prejudice, lack of academic ability and confidence as obstacles to their children's educational goals. And although African-American and white parents share concerns about prejudice, 55 percent of African-American parents cite prejudice as a "major" or "minor" obstacle, compared with 24 percent of white parents.

(African-American *students* are more optimistic than their parents: Only 15 percent think prejudice is a "major obstacle" to their success, and 58 percent do not see it as an obstacle at all.)

We asked parents of 12th-graders to review a list of barriers to education and to categorize each barrier as a "major" or "minor" obstacle or as "no obstacle."

Obstacles to further education goals, according to parents

Factor	Major obstacle	Minor obstacle	No obstacle
Prejudice			
African-American	22%	33%	45%
White	6	18	76
Lack of ability			
African-American	27	23	50
White	6	20	74
No quiet place to study			
African-American	18	17	65
White	7	15	78
Neighborhood disruption/ gangs			
African-American	15	11	73
White	12	4	84
Lack of confidence			
African-American	28	28	45
White	15	41	44

Note: Due to rounding, not all lines total 100 percent.

Boring classes?

On most questions about equal opportunity, African-American, Hispanic and white parents share similar views. On a few issues, however, significant differences exist.

Minority parents of students in schools with integrated predominantly white enrollments are most likely to report that classes seem to interest their children. This view is a dramatic difference from the 51 percent of minority parents who say their children are bored by classes in concentrated white schools. Parents with students in concentrated minority schools are more than twice as likely to report their children have "very interesting" classes as compared with parents whose children attend schools with concentrated white enrollments.

Do minority parents think their children find classes boring?

51 % in concentrated white schools say "yes"
15 % in integrated-predominantly white schools say "yes"
26 % in integrated-predominantly minority schools say "yes"
24 % in concentrated minority schools say "yes"

Note: For this report, schools are categorized as: Concentrated white (81-100% white), integrated-predominantly white (51-80% white), integrated-predominantly minority (50-79% African-American and Hispanic), or concentrated minority (90-100% minority).

Girls aim higher, expect less

Many Hoosier girls have higher career goals but lower income expectations than Hoosier boys, according to *High Hopes, Long Odds* findings. Sixty percent of senior girls and 37 percent of senior boys surveyed say they plan to be involved in professional occupations at age 30.

Expected occupation at age 30

Career goal	Girls	Boys
Professional	60%	37%
Sales/clerical/service	20	16
Administrator/manager	11	14
Technical/crafts	6	24
Homemaker	2	0
Farmer/laborer	-	10

However, when asked to estimate their future income, boys were more optimistic than girls about earning salaries that surpass $40,000. Thirty-six percent of boys and 24 percent of girls say they will make more than $40,000 per year by the time they are 30.

A fifth of surveyed seniors—girls and boys—predict they will earn up to $25,000 at age 30, and more than a third expect a salary range of $25,000 to $40,000.

You're OK, I'm OK: Self-confidence not a big problem

Despite a stronger performance and interest in school and despite a faith in their ability that equals that of boys, girls are slightly more likely than boys to say that a "lack of self-confidence" might be an obstacle for them now or in the future.

This is not, however, an overriding concern: Only 14 percent of girls say that lack of confidence is a "major obstacle" vs. 11 percent of boys. Forty-five percent of girls and 35 percent of boys say that lack of confidence is a "minor obstacle." Boys are most likely to say it is "not an obstacle"—over half of boys (54 percent) say this is true vs. 41 percent of girls.

Parents hold the reverse view, with close to half the parents of girls reporting that lack of confidence is not a problem for their daughters, and 40 percent of the boys' parents say the same of their sons. Parents are also more likely to say this is a "minor" problem for boys: 44 percent say so, compared with 36 percent of girls' parents. The parent responses suggest that boys may be as likely to overstate their level of self-confidence as girls are to understate theirs.

Percent of students and parents who say that "lack of self-confidence" is "no obstacle" or a "minor obstacle."

	No obstacle		Minor obstacle	
	Student	Parent	Student	Parent
Girls	41%	48%	45%	36%
Boys	54%	40%	35%	44%

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